

The A.T.A. MAGAZINE

ELSA GUNDESEN

OFFICIAL ORGAN OF THE
LIBERTA TEACHERS' ASSOCIATION

VOLUME 23

NO. 1

THE HOME FRONT

"Our schools, public and private, have always been molds in which we cast the kind of life we wanted. Today, what we all want is victory, and beyond victory a world in which free men may fulfill their aspirations. So we turn again to our educators and ask them to help us mold men and women who can fight through to victory. We ask that every school house become a service center for the home front. And we pray that our young people will learn in the schools and in the colleges the wisdom and forbearance and patience needed by men and women of goodwill who seek to bring to this earth a lasting peace."

PRESIDENT ROOSEVELT addressing the
National Institute on Education and the
War, August, 1942.

SEPTEMBER, 1942

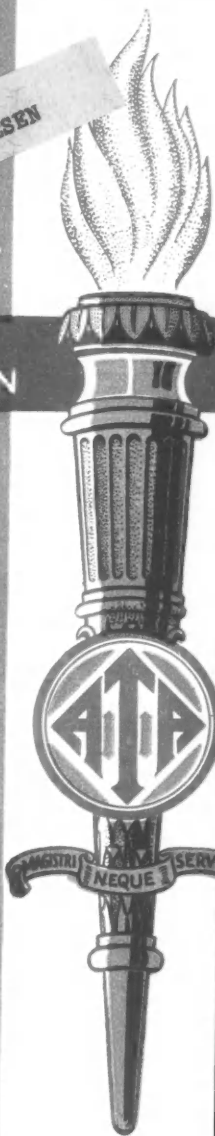


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your class

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B HEALTHY
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INCORPORATED 27th MAY 1870.

EDMONTON AND CALGARY

The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



MAGISTRI NEQUE SERVI



JOHN W. BARNETT, Managing Editor

Imperial Bank Bldg., Edmonton

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Volume 23

September, 1942

Number 1

EDITORIAL

WHAT THINKS THE IMPARTIAL OBSERVER?

THE salary situation in Alberta is not yet clarified by any means. However, the Executive has gone ahead and on behalf of the staffs of three divisional school boards has carried the disputes through to arbitration. (See report of Salary Committee appearing in this issue.) After reading the findings in the respective cases, particularly the Edson case, it is apparent that additional assistance must be provided in the form of Government aid to Divisions in a financial condition comparable to Edson; yes, and maybe to Vegreville also.

THE Trustees' Association very bitterly assailed the A.T.A. for sponsoring a minimum salary of \$1000 and have done a great deal to propagandize the idea that because there is a statutory minimum in the Alberta School Act, therefore no teacher commencing teaching should receive more than \$840 per annum. They apparently do not see that if that point of view is to be accepted then they should also advocate at the same time that no teacher should receive less than \$840 per annum—which has been paid in tens of thousands of cases since the statutory minimum requirement was placed on the statute books. Surely the spirit of the statutory minimum legislation is that if a school board can pay more than \$840 per annum they should do so.

AND here is another paradox with which one meets when dealing with school boards: In the case of a financially embarrassed school board where the assessment is particularly low our representatives inevitably meet with the reaction, "Yes, we believe that the salaries of the teachers in our Division are too low, and we'd like to pay more," and in justice to these school boards it must be acknowledged that generally speaking the statement is sincerely made. However, when we attempt to negotiate with a wealthier School Division we are faced with the argument, "We do not consider that the financial condition or ability of the school board to pay should have anything to do with the salary of the teacher"—in other words, that they should pay no higher rate of salary to teachers than a school board who obviously can pull no harder than they are doing in support of the education of their children.

Again, the wealthy school board is inclined to say, "Yes, if you would pay us the same amount in school grants as X Division is receiving, then of course we could pay the teachers more money." They say very little, however, when one counters and says: "Yes, but X School Division, which is receiving what you call such generous Government grants, even with these larger grants cannot finance on a mill rate of less than 20 or more, whereas your Board is able to finance on a mill rate of less than one-half X's mill rate.

We are also confronted with the argument that assessment is no indication of the ability of a school board to pay. As a matter of fact statistics are available from various agencies with respect to productivity per acre throughout the West. Each Province is divided into districts—Alberta into sixteen—and it is found that where the land is highly assessed the returns per acre pretty well coincide.

WE ARE not suggesting here that education should be so largely supported from direct taxation on land, but after all, where the productivity per acre is high then surely it is reasonable to suggest that the economic condition of the residents within that area is superior to that of those in the areas of low productivity per acre. Furthermore, in areas of high productivity per acre the statistics reveal that, the rare exception proving the rule, there are more acres proportionately under cultivation than in the areas of low productivity per acre. Frankly, without being uncharitable, one is driven inevitably to the conclusion that there is a very general tendency on the part of districts well able to pay under the present system of financing education to make finance—low taxes—the fundamental consideration in supporting their own educational system.

WE BELIEVE honestly that after all the average farmer or store-keeper is just as fond of his children as the man of wealth who can afford to send his children to private school and not bother about using the public schools at all. The poor farmer is just

as anxious to give his boys and girls a chance as is the wealthy stockbroker. We go further and suggest that once one can separate from this educational question the matter of party political issues, whether local, provincial or dominion—issues of one organization fighting the other organization, say trustees fighting teachers—the ordinary person not involved in school administration or in school teaching, the individual who sees through the issue as a father, as a fairminded citizen, realizes not only that Canada, Alberta, and all the other Provinces are treating their teachers shabbily from the standpoint of pay, but that Canada must do something in this matter, because so many boys and girls have a right to better treatment than they are now receiving. Until, of course, Dominion Aid becomes an established fact as in time it will, each and every school board in each Province must do its utmost until this situation is clarified.

WE quote below an editorial from the *Winnipeg Free Press*, July 7, 1942, which in our opinion gauges the attitude of the layman who respects good citizenship, good education, and it is suggested that these people have a more accurate focus on the attitude of the citizens at large than many of the administrative or educational authorities, who by reason of financial and administrative problems obscure the issue in their minds and are in danger of getting to the stage where the issue seems to them to be, "No matter what happens, fight to the limit any organization composed of employees".

If our memory serves correctly, the opening chapter of *Mein Kampf* sets forth the attitude of Adolf Hitler with respect to organizations of employees. He gives his reasons for not belonging to such, and of course one cannot escape the reflection that there are a good many persons in Alberta who, while paying vocal tribute to the word "democracy" are yet just as opposed to employees, those working for pay, having any right to speak corporately in their own behalf as are the totalitarian gang.

TEACHERS AND SCHOOL TRUSTEES

The shortage of teachers throughout the Dominion is forcing a development of relationship between the public, as represented by school boards, and the profession. Obviously it is consolidating the teachers into something closely resembling a trade union. The latest manifestation comes from Alberta, where the Alberta School Trustees' Association has been holding a meeting to protest the provincial Teachers' Association demand for a minimum salary of \$1,000 a year. This salary now, according to the act, is \$840.

The trustees have grouped the province into nine geographical areas to enable school boards and consolidated school districts in the areas to present a united front to the Alberta Teachers' Association in negotiations on salaries and other teaching conditions. Alberta already is largely covered by areas of school administration including within each numbers of school districts. The present move of the trustees, if it does not accentuate this centralization, at least will further spread its influence.

As for the teachers, in all fairness it must be noted that in Alberta, as in all the other provinces, advantage was taken by school boards of the

over-supply of teachers which prevailed before 1939, to beat down the salaries to an existence basis. Moreover, conditions have prevailed in Alberta as in every other province where, in all too many cases, the teacher has been made to share the fate reserved for innocent bystanders in every neighborhood attack of temperament.

Alberta trustees did not themselves set up the larger units of administration which now so largely cover that province and which have proven so decided an advantage over the single district board. That reform, urged for years by the Teachers' Association was summarily put into force by Premier Aberhart. The Alberta Trustees' Association, exactly like their opposite numbers in all the other provinces, has not as a body shown itself through the years interested in the problems and difficulties of the teachers. Like the others, it has professed an interest in education, but all of its burning discussions have related to quite other matters.

It may be true, as the Alberta Association asserts, that it is not within the financial ability of divisional school boards to go beyond the legal statutory minimum salary. It is highly probable, however, that the teachers, in setting the \$1,000 minimum, have in mind how woefully many of them have been underpaid when there was no financial necessity for so doing. It is probable also that the organization has noted the resolution of the Trustees' Association that the \$840 minimum salary required by law should be the maximum, and that school boards should not contract for any increase on this sum.

It may be argued that the victims of all this warfare will be the school children of Alberta. Most of the teachers will be well aware of this, and in that fact lies the hope of compromise. But it is a circumstance that should be as apparent to the trustees.

(Reprinted from the Winnipeg Free Press)

RE FEDERAL AID FOR EDUCATION

FEW Canadian teachers possibly are aware of the stage to which Federal Aid has advanced in the United States. It is very significant that the arguments advanced for Federal Aid in the United States are precisely the same as those advanced for Dominion Aid in Canada. A Bill is actually before the U.S. Senate Committee and whether the Bill passes or not in the United States, the mere fact of its being introduced at this time is very significant. It has been said that legislation is more than half passed when it reaches the walls of the legislative chambers.

THOSE who have studied this matter feel how significant it would be for the welfare of education throughout the Dominion of Canada if a Bill similar to that now before the United States Congress could be introduced to the House of Commons at Ottawa. The subject was very much to the fore in the discussion at the last annual conference of the Canadian Teachers' Federation, and there are little whispers here and there that supporters of Dominion Aid for Education are on the increase amongst the members of the House of Commons at Ottawa.

Possibly there is no single task more important than Dominion Aid for Education confronting the teachers of the Dominion. They owe it to education and the child, to themselves, to Canada, that they

inform themselves on this matter and do whatsoever lies in their power individually as well as collectively to make this a public issue in Dominion affairs. The teachers can do it if there is the will, experience having shown that the ordinary citizen, the man in the street, sees the significance of the matter and realizes that our "crazy quilt" pattern of education throughout the Dominion, yes, and throughout the individual Provinces themselves, is a thing which really must become a national issue before there can be any semblance of symmetry or design.

IN A SUCCEEDING issue we shall publish a draft of a proposed Bill which might be considered suitable for enactment by the Canadian Parliament. It is drafted along the lines of the United States Federal Aid Bill S. 1313 referred to in the article entitled "Federal Aid Makes Progress in U. S." which appears elsewhere in this issue.

Congratulations » » »



RAYMOND E. SHAUL,
President, C.T.F.

MR. SHAUL, Past President of the Alberta Teachers' Association and last year Vice-President of the Canadian Teachers' Federation, was elevated to the presidency of the Canadian Teachers' Federation at the annual conference held in Toronto in August.

Another member of our Provincial Executive, **Leroy A. Daniels**, formerly principal of the Glengarry Public School in Calgary, has received recognition of merit in being appointed by the Calgary Public School Board as Supervisor of Elementary Schools. Mr. Daniels assumed his new duties at the opening of the current school year.

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FEDERAL AID Makes Progress in U.S.

Reprinted from *Edpress News Letter*, August 14, 1942

In recommending that Federal Aid Bill S. 1313 "do pass", the United States Senate Committee on Education and Labor wrote a distinguished report, showing that many members of Congress see keenly why Federal Aid to education is needed. Nevertheless, those who know how legislative mills grind are keeping their fingers crossed. It's true that the measure is now on the legislative calendar. But it is also true that the proposal still has many hurdles to clear before it is brought to the floor of the Senate, before it is passed by the Senate, before it is considered and approved by the House, before it is signed by the Chief Executive.

But friends of the measure know that there is an election this year, that the people still vote Congressmen in and can vote them out, and that if both the people and Congress were to study carefully the Senate Committee report on S. 1313, the measure would have almost certain chances of success.

In presenting to Congress and the country its reasons for approving the bill, the Senate Committee cited 10 arguments. Space will permit *Edpress* to quote only three.

1. The Committee proved the inequalities in educational opportunity by showing that in 1939 Mississippi spent \$24 per pupil, which was less than one-fifth the amount spent per pupil in New York. It showed that the value of school property for the

Tennessee pupil was \$80 against \$526 in New York.

2. The Committee showed that States least able to support schools have most children to be educated. For example, it showed that South Carolina had 589 children (5-17 years) for each 1,000 adults; California had only 277 children per 1,000 adults. Yet the income per adult in California was more than twice the income for a South Carolina adult.

3. It squelched the glaring generality that "lack of effort is the cause of unequal educational opportunity." The Committee showed that of the 12 States making the greatest effort to support education, not one is among the 12 capable of making the largest expenditures for pupils.

Finally the Committee went on to say that federal aid is imperative at this time because increases in federal taxation affect poorer States disproportionately, the war will curtail State school revenues further, States cannot stem teacher shortages because of competing higher wages in industry, low education of draftees indicate unequal opportunities, and winning the war and the peace depends upon the quality of education for all children.

Concludes the Committee: "What the Nation does about the education (of the children) now, will determine to no small degree what they will be able to do for the Nation tomorrow."

Teachers and Income Tax Deductions

All teachers paid on the ten-monthly-instalments basis should read this carefully.

Edmonton, Alta.,
1st September, 1942.

J. W. Barnett, Esq.,
Secretary-Treasurer,
Alberta Teachers' Association,
17 Imperial Bank Building,
Edmonton, Alta.

Dear Sir:

In accordance with my telephone conversation with you of yesterday's date in re Tax deductions at source, I wish to point out that if school teachers are paid by their employers in ten monthly payments per annum, then it is necessary for such employers in making the Tax deductions at the source to compute such deductions on the basis of ten months rather than twelve. In other words the amount applicable as shown on the table of monthly deductions should be multiplied by twelve and divided by ten.

Insofar as fees to the Alberta Teachers' Association are concerned, employers are not required to take these into consideration when computing the amount of the Tax deductions. In view of the fact that the Tax deduction at the source will amount to 90% of the total Tax payable it will be possible for the employee to take these fees into consideration when computing his Tax liability on his Income Tax Return.

Yours faithfully,

W. G. Skinner,
Inspector of Income Tax

* * * * *

ERRATUM

From the minutes of a meeting of a joint A.T.A. and departmental committee to consider Fall Conventions, which minutes appeared on page 19 of our June issue, there were omitted the names of Mr. H. C. Melsness, Mr. L. R. McLeay, Dr. G. S. Lord and Mr. G. F. Manning, all of whom were among those present at the meeting.

* * * * *



New Books for Teachers of Primary Grades

THE MODERN ELEMENTARY SCHOOL

By Alexander B. Currie.
The author covers the philosophy, aim, method and something of the technique of the enterprise method of teaching. \$1.35.

SEASONAL ACTIVITIES FOR PRIMARY GRADES

By Helen M. Hubbs, assisted by Anne Waring. "The subjects are handled in a very excellent manner. Many model lessons, seasonal projects and general research work have been included." — Special Class Teacher. \$1.25.

RHYTHMIC ARITHMETIC

By Harry Amoss. Here is a new approach to the teaching of arithmetic, including definite instructions for classroom activities invaluable to teachers. For children of mental ages four to seven in Nursery-School, Kindergarten, Grade I and Grade II classes. \$1.25.

PROJECTS THROUGH CRAFTS, PRIMARY

By W. L. Stricker, Grades I and II, 50 cents.

PROJECTS THROUGH CRAFTS, JUNIOR

By W. L. Stricker, Grades III and IV, 55 cents.

These books contain a wealth of tested models and projects, with many full pages of diagrams and other illustrations. The author is Instructor in Crafts in the Normal Schools of Hamilton, Peterborough and Toronto.

THE RYERSON PRESS
TORONTO



Official Bulletin, Department of Education

No. 64

THE SCRAP RUBBER CAMPAIGN

In a letter to Premier Aberhart, Mr. E. M. Porter of the Department of Munitions and Supply has expressed his thanks for the manner in which the scrap rubber campaign has been assisted by the efforts of the school inspectors, teachers and pupils in this Province. He states that the response has been very gratifying, and while the objective of 25,000 tons has not yet been reached, they are hoping to reach this quota before the end of the year.

We should like to bring this matter again to the attention of teachers and pupils, and if there are some districts in which the campaign has not been completed we would urge that it be resumed when the schools open in September.

KEEP THE RUBBER ROLLING.

HARVEST LEAVE

The Minister of Education has given careful consideration to the matter of co-operation between local schools and communities in providing assistance to offset the present shortage of farm labor. He directs attention to the fact that programmes of studies for intermediate-school grades and for high-school grades have been planned for a ten months' year, with a minimum number of days' attendance required for completing a year's work or securing high-school credits; and he points out that it is obviously not in the national interest that this minimum number should be lessened to the point where pupils cannot complete successfully a year's work.

Delay in opening the schools for the fall term seemed clearly not to be a solution for the problem: favorable weather might not prevail during the closed period; and a considerable number of boys and girls who could not give much assistance in the harvest fields would lose the opportunity of school attendance during that period.

Having these considerations in mind, the Minister of Education has announced the following policy of the Department with respect to the farm labor of school pupils:

(1) All Alberta schools will reopen September 1st as usual.

(2) Any pupil who can produce evidence of having been engaged in harvesting operations will be allowed to be absent from school for twenty (20) teaching days at times between September 1st and October 31st.

(3) Pupils or parents should make application as soon as possible to the teacher of their nearest district, or to the teacher of the district where they are going to attend, to register the pupil's engagement for farm work.

(4) The pupil or the parent must produce at the end of the time a certificate signed by the farmer showing the days on which he claims attendance exemption.

(5) In the event of unfavorable harvest weather, all pupils so engaged will be required to attend school if attendance is at all practicable, and thus keep in touch with the work of the class to which they belong.

(6) By agreement between the Department of Education and the Al-

berta Teachers' Association, all teachers of classes from which pupils have been absent for harvest work are required to conduct an intensive review of the classroom work that has been completed during the months of September and October, in order that those who sacrificed temporarily the benefits of attendance may have an opportunity to overtake the other members of their classes.

It is hoped that through careful, planned co-operation amongst farmers, teachers and pupils and such adult assistance as may be found available for farm work, the vital preparation of these young people for their future may suffer a minimum of interference.

With respect to the minimum attendance requirement, it is to be noted that pupils are expected to attend school every teaching day; and that the minimum attendance of 150 days mentioned in the regulations is not intended as a curtailment of a pupil's obligation to attend every day, but to cover all unavoidable absences on his part throughout the year. Being absent to help in harvest work is justification for a pupil's non-attendance at school for twenty teaching days during September and October; but out of the remaining school days in the year (approximately 180), he will be expected to see to it that he gets in at least 150. Any pupil, however, whose attendance falls short of that number by only a few days and who can present good and sufficient reasons for his failure to complete the required attendance will be permitted to have his case reviewed by the Special Case Committee of the Examinations Board.

Public school pupils to whom the provisions of The School Attendance Act are applicable may be granted a certificate by the principal of the school relieving them from school attendance for the period mentioned in subsection (2) of section 6 of The School Attendance Act. Only pupils

under the age of fifteen are affected by the provisions of that Act.

RE "CANADIAN NATURE"

This excellent nature-study magazine for pupils of Grades VI to X would make a very welcome addition to the classroom library of every school in which these grades are taught. The magazine is specially commended to the attention of Divisional Superintendents. The address is—

Canadian Nature,
177 Jarvis St.,
Toronto, Ontario.

THE WAR SAVINGS CAMPAIGN

In every school in the Province, it would be an excellent enterprise activity or Community Economics project to let the pupils organize a War Savings Committee, appointing a chairman and officers, and arranging for a proper supply of stamps, record books and explanatory literature. These supplies can be obtained from the Alberta War Savings Committee, Bank of Canada Building, Calgary. They include a Record Ledger, which will enable the school committee to keep account of all the pennies that are saved by the pupils for the purchase of stamps, and individual passbooks for each of the pupils, showing a record of the stamps purchased. When a pupil has purchased sixteen 25-cent stamps, he or the school committee can mail the passbook to the War Savings Committee at Ottawa, and receive a War Savings Certificate that will be worth \$5.00 after the war. Full directions are given about the use of the Record Ledger and passbook. No pupil need wait until he has a whole quarter to invest before putting his money into War Savings; for these books make it possible to keep a ready and accurate record of pupils' War Savings from one cent upwards. There are about 165,000 pupils in our Alberta schools. If every pupil saved enough pennies to buy one War Savings Certificate dur-

ing the year, the Alberta schools would contribute about three-quarters of a million dollars to Canada's War Effort.

This War Savings activity is a real enterprise or school project, and fits in admirably with the classroom procedure in Alberta schools. Pupils learn through it to co-operate for a common purpose, to plan together, to originate new ideas and to criticize and evaluate the results of their work. Above all the activity is real, functional and vital, touching the very heart of our War Effort.

BIBLE READING in the SCHOOLS

The attention of teachers and school boards is directed to a change made in Section 147 of The School Act at the last session of the Legislature. The revised section now reads as follows:

"147. All schools shall be opened by the reading, without explanation or comment, of a passage of scripture to be selected from those prescribed or approved for that purpose by the Minister, to be followed by the recitation of the Lord's Prayer:

"Provided that any Board may, by resolution, dispense with the scripture reading or the recitation of the Lord's Prayer or both.

"147a. No religious instruction shall be permitted in any school from the opening of the school until one half-hour previous to its closing in the afternoon, after which time any such instruction permitted or desired by the Board may be given."

Section 148, exempting children from attendance during the half-hour period of religious instruction remains as before.

Copies of the booklet giving the list of authorized passages for scripture reading may be had from the School-Book Branch.

ALBERTA SCHOOL BROADCASTS

The school broadcasts will begin early in October. All teachers who have the use of a school radio are

urged to notify the office of the Supervisor of Schools, giving name and address, and in each case the name and number of the school district.

This information will greatly assist the Department in revising its mailing list of schools using broadcasts. Annotated schedules of the broadcasts will be ready for distribution at the end of September. Programmes for the CBC school broadcasts will be sent at the same time.

RE FARM AND HOME ACCOUNTING AND COMMUNITY ECONOMICS

During the year 1942-43, the course in **Farm and Home Accounting** for Grades VII and VIII is to be merged in **Community Economics**.

In other words, it will be permissible to discontinue the **Farm and Home Accounting**, for which the supplies and forms are out of print, and to offer **Community Economics** instead. It will now be possible to put the course in **Community Economics** on a two-year cycle, in such a way that three of the nine projects are selected one year, and three more the next, with No. 9 (How the Provincial Government Serves Us) as a fourth and extra project for Grade IX.

Copies of the revised bulletin on **Community Economics** may be had from the School-Book Branch.

RE GRADE IX MUSIC

Teachers and superintendents are advised that special qualifications will no longer be required for the teaching of Music in Grades VII, VIII or IX.

Special qualifications are still required for the teaching of Dramatics and Typewriting in these grades, but not for the teaching of Art, Music or Community Economics.

RE SURVEY OF ENGLISH LITERATURE

There is no change in the textbook for this course this year. The **Pace** book will be used as before.

Onward and Upward « «

Five ex-teachers, recently appointed inspectors of schools, take with them into their new work and added responsibilities the hearty congratulations and good wishes of their professional association.

Timothy C. Byrne, M.A., popular member of the Calgary Public School staff during the past few years, and chairman of the A.T.A. Curriculum Revision Committee since the Easter meeting, has moved to Foremost to replace Mr. H. S. Baker, R.C.A.F., as superintendent of the Foremost School Division No. 3.

William R. Dean, B.A., principal of Westlock Consolidated School during the past year and formerly principal at Viking, has become superintendent of the newly incorporated Fairview School Division No. 50.

Edmund M. Erickson, B.A., has been appointed to the inspectorship of the Neutral Hills School Division

No. 16, replacing Mr. Isador Goresky, who has enlisted in the Armed Forces. Mr. Erickson has moved to Consort from Olds, where he had been engaged as principal of Olds School District.

J. Cecil Hewson, Ph.D., recent graduate of the University of California, Berkeley, California, and former Edmonton Public School teacher, has returned to Alberta and accepted the position of superintendent of Castor School Division No. 27, filling the vacancy caused by the removal of Superintendent R. H. Liggett to Drumheller.

Hugh B. Wilson, B.Sc., well known for his years of service as principal of the Wetaskiwin High School, has left that city to take up residence at Peace River, where he succeeds Mr. J. W. Gillies as superintendent of Peace River School Division No. 10.



Dr. J. C. Hewson



E. M. Erickson, B.A.



T. C. Byrne, M.A.

CARD OF THANKS

I would like to thank all the summer school students who so kindly contributed to the substantial cheque sent me while I was in the hospital. It was greatly appreciated.

**Mrs. Florence Dewar,
Chauvin, Alberta**

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Solicitors for Alberta Teachers' Association.

Suite 2, National Trust Building
Edmonton, Alberta



Association Announcements

FALL CONVENTION TIME - TABLE, 1942

Groups, Dates and Places of Meeting approved by the Department of Education

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
October 5th TWO HILLS (Two Hills)	6th ST. PAUL (St. Paul, Bonnyville)	7th	8th VERMILION or VEGREVILLE (Vermilion, Vegreville) WAINWRIGHT (Wainwright)	9th
October	13th CAMROSE (Camrose, Killam, Hardisty-Provost)	14th	15th EDMONTON (Athabasca, Smoky Lake, Lamont, Holden, Clover Bar, Sturgeon, Wetaskiwin, Strawberry, Stony Plain, Lac. Ste Anne, Edson, Coal Branch)	16th
October 19th EDMONTON CITY	20th WESTLOCK (Pembina)	21st	22nd LACOMBE (Stettler, Red Deer, Ponoka, Rocky Mountain House)	23rd
October 26th CASTOR OR CORONATION (Castor, Neutral Hills)	27th HANNA (Berry Creek, Acadia, Sullivan Lake)	28th	29th CALGARY (Olds, Calgary Rural, Foot-hills, Turner Valley, Mt. Rundle, Drumheller, Strathmore, Bow Valley) CALGARY CITY	30th
November 2nd MEDICINE HAT (Medicine Hat, Cypress-Tilley East, E.I.D., N.E. part of Foremost)	3rd		5th LETHBRIDGE (Lethbridge City, and District, Taber, Macleod, Pincher Creek, St. Mary's River, Crow's Nest Pass, W. part of Foremost)	6th

Note: Peace River area might have Conventions during week ending October 9th

FALL CONVENTION SECRETARIES! Write head office for information re speakers.

President's Newsletter - -

Dear Fellow Teachers:

Last Easter our delegates instructed the Provincial Executive to attempt to establish a basic minimum salary of One Thousand Dollars. Efforts to achieve this minimum have been the major activities of your Executive since Easter. Two Executive meetings have been held, at which definite plans of procedure, in line with the salary policy as laid down by the A.G.M., were formulated. At the July meeting of the Executive the following resolution was adopted—"Resolved:



J. A. Smith

that we approve the stand taken by the officers of the Association as outlined by the Vice - President, that a number of type cases of poor, average and wealthy School Divisions be taken before a Board of Arbitration, that we look to the Board of Arbitration to state minimum salaries, and that we take the Board's suggestions as basic for comparable areas, thus zoning the Province with respect to basic minima." This resolution was submitted to the Executive of the Alberta Trustees' Association with the hope that that body would see the fairness of such a plan of action and endorse this proposal. However, upon meeting with the Trustees' Executive and discussing the whole problem of teachers' salaries and its relation to the present teacher shortage that body did not see its way clear to accept our proposal. Your Executive felt that in offering this compromise it was going just as

far as it could go. We were prepared to take these type cases before a Board of three persons, the chairman of which was to be impartial, having been selected by the two interested parties, namely the school board and the teachers. This Board would consider all facts relevant to the dispute—even the ability of the district to pay—and make its award. I am sure that you will agree that our stand has been fair and just. We were anxious to reach a solution to this whole problem because we felt that the major cause of the present teacher shortage was an economic cause and that if the teachers of Alberta were paid a fair wage many of them would remain in the profession instead of leaving it to accept positions in other fields of endeavor which offer better remuneration.

Three cases were taken before Boards of Arbitration. The basic minimum awards were not One Thousand Dollars, but we are still prepared to stand by our compromise offer and recommend that the teachers in these three Divisions accept the award of the Board which reviewed all the facts in an impartial manner and proposed what it felt to be a just settlement.

There has been some comment in certain quarters as to whether our request for a basic salary of One Thousand Dollars was not too high. I feel that the only answer to this comment can be the reply which our own General Secretary made before the delegates at the Canadian Teachers' Federation when he said, "No teacher charged with the responsibility of educating the children of Canada should be called upon to justify the request for a basic salary of One Thou-

sand Dollars." In making this statement I am certain that he expressed the thoughts of the vast majority of Canadian parents.

The Annual Convention of the Canadian Teachers' Federation was held in Toronto during August. Mr. Baker, Mr. Barnett and the writer represented Alberta at this conference. Increased Federal Aid for Education was the main topic of discussion. It was the unanimous opinion of the delegates that the time had arrived for this issue to be brought directly to the attention of the Dominion Government. A committee was established to study the feasibility of sending a mass delegation of persons interested in education to Ottawa some time soon. I feel convinced that our Federal Government must assume some of the responsibility of educating our children if they are to continue to receive that calibre of education which

is necessary for the proper functioning of a democratic state.

Our Past President, Raymond E. Shaul, is now President of the Canadian Teachers' Federation, the unanimous choice of the delegates present in Toronto. On your behalf I wish formally to congratulate him on his election. I am certain that we are all convinced that the C.T.F. delegates made a wise choice and that that body can look forward to a very successful year under President Shaul's guidance.

We have another school year ahead of us. I wish everyone of you every success in your efforts this year. I trust that all of you will interest yourself in the work of your professional organization and thus help to keep it worthy of the respect and pride of all.

Fraternally yours,

J. A. SMITH.

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MRS. FRANCES WALSH

Announcement on June 11th last, when the list of King's birthday honors was published, of the awarding of the George Medal to Mrs. Frances Walsh came as a surprise to this modest yet courageous rural school teacher. This award was established during the Battle of Britain and is awarded on recommendation of the Canadian government directly to His Majesty the King. Mrs. Walsh is the first Canadian woman to receive the George Medal, and had this honor conferred upon her as a result of heroism shown in attempting to save the life of an airman whose craft caught fire after crashing in her school yard at the Big Spring School District in the Calgary School Division. The accident occurred last November, and the airman, a pupil of the wireless school at Calgary, was pulled away from the blazing wreck by Mrs. Walsh who also extinguished the flames from his clothing and secured medical attention for him. The burns unfortunately proved fatal to the airman.

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Cadet Training

By E. C. BRITTON, B. A.



THE problem of Cadet training is one that is bound to force itself into public attention during the next few months. It is one that should be decided by teachers. However, unless the teachers give some thought to it at once, it will be decided for them. For this reason it is urged that the question be raised at Fall Conventions and that members come prepared to play their part in the discussions.

Some schools already have Cadet groups taking drill, etc. a couple of school periods a week with some members attending a two-week camp at Sarcee. The system proposed below is of a considerably more ambitious nature.

In this article, it is proposed to set forth features of a Cadet system that grows out of the philosophy of the Progressive Educationalists. In essence, this would mean isolating your important problem, examining it, solving it. It is hoped that this proposed scheme may provide a concrete basis for discussion.

The idea of full Cadet training grows out of the concept of "Total War." Today our country is in imminent peril. One leader after another is recognizing this and saying that we must be all-out in our efforts to preserve ourselves and defeat our enemies. To say that we need only wait until an industrial output reaches full strength is foolish. Hitler has set the pace—Total War! For us to combat that with anything less is suicide. So far, we have been losing the war.

Canada has a tremendous potentiality of strength—her boys from 15 to 18 years of age. Small numbers of this group are making valuable con-

tributions through the present Cadet organizations, such as the Air Cadets. For the most part though, this group is untouched. Our enemies are making good use of boys of this age. The advantages to both the boy and his country could be invaluable.

Our problem in relation to these high school boys might be divided into four parts:

1. We must train older boys for an effective part in the defence of their country in case of an invasion.

2. We must provide a reservoir of young men, fit, co-operative, and trained to responsibility. At the right age, many will go into the armed forces.

3. To provide an immediate reserve of organized, mobile labor, eager to work for their country at any emergency task, be it road-making, reconstruction, or whatever is urgent.

4. Most important of all—to instil into the boys a new sense of love and loyalty toward Canada. They must learn to make service, rather than money, the drive in their lives. The spread of this spirit through the country could mean a new conception of war and a new hope for permanent peace. Nationalism in its old form would have no place, but love and loyalty to Canada would be a very real force. The Cadets would learn to give themselves to this great, growing country, dedicating their lives to making her a wonderful place for all, determined that she shall play her part as a just, friendly, co-operative member of the world family of nations.

How to bring this about? It is submitted that a Cadet organization, fully conscious of the problem as set

out above, would provide the best agency for meeting those same problems. Perhaps the title "Cadet" might not be the most suitable because great emphasis would not be placed on the traditional "drill" training.

It would have to be organized on a province-wide scale. There would have to be a provincial headquarters that would exercise general authority over the whole organization and would provide possible tie-ups with the army. Perhaps the Province would be divided into main divisions, and then these divisions into Companies of from 20 to 100 boys. Certainly these Companies would be the functional units and would be given a very high degree of authority.

Training would take place during school hours, in the evenings and on weekend projects. The boys would be under orders for the two months of the summer, probably in camps.

Most of the leadership would come from teachers, but in many communities suitable men other than teachers would be drawn in to head it up. In every community men with special qualifications would be expected to come in and give assistance. If the spirit of the organization is sound, there will be plenty of volunteers.

Such a movement might well develop as a co-operative effort of the Department of Education and the A.T.A.

The work of each Company would be, to some degree, varied according to local problems. Those in mountainous areas would probably be unmounted; those in parkland might make good use of horses; those on the prairies would find trucks and bicycles most practical. Mobility would be stressed.

All boys would have certain basic training—drill, physical education, shooting, first aid, etc. Then they

could divide into groups for specialization—signals, mechanics, etc.

There would be ranks within the organization. Leadership would be developed in every way possible.

Ceremonials would be important. In order to catch the enthusiasm and the full efforts of youth, the whole program must be given a strong emotional color. It must carry an almost religious tone. Joining the Cadets must be equivalent to making a complete dedication of your life to Canada. It must not become just another club. Rather, it must become a surrender of all selfish ambitions and a firm resolve to devote every energy to making Canada one of the fittest and finest of nations. To challenge our youth with anything less is to belittle them. This high idealism must be the mainspring of the movement. For Canada to do anything mean or selfish in her dealings with other nations must be a personal hurt to each one; for her to be a leader in generous, creative acts must be their ambition.

Brotherhood—cutting across all racial and religious differences—would be developed fully. This feeling of "belonging" can be one of the most powerful joys and satisfactions. The boys must learn the thrill of union with their fellows in a great cause.

The above summary gives some idea of the form Cadets could take. It is in no way a fixed or complete outline, but may provide a basis for discussion. The possibilities of such a plan are breath-taking—as are also the difficulties! In wrong hands or with uninspired leadership the dangers are obvious.

From the fall conventions could come a flood of ideas and possible plans, out of which the Provincial Executive could prepare an authoritative statement on Cadet Training.

LOCALS! Please advise us of the personnel of your Fall Convention Executives.

NOT *By Bread Alone . . .*

RAYMOND SHAUL replies to the to the article, "Food for Thought" by Mr. Larue Smith, appearing in the June issue of *The A.T.A. Magazine*.



FOR those who know the situation there is little need for reply. One can understand that the campaign manager of a defeated candidate may feel a degree of frustration and say things that in a calmer mood he might regret. However, lest Mr. Smith's article give rise to misgivings and misunderstandings we shall deal with the charges point by point.

1. Re Democracy: (Quoting) "The significant point concerning the elections is that only fifty per cent of the members voted. That gave control of the Association to twenty-six per cent of the members. Is it not highly undesirable that such a situation exist? It gives us neither a democratic nor a majority rule."

It is regrettable that nearly half the teachers did not choose to vote. However, it is difficult to see anything undemocratic about this refusal to exercise the right of franchise. It is a fact that the number of members who did vote at the last election was the highest on record. Furthermore in Provincial and Dominion general elections only about half of the electors vote. Then too, the transferable ballot is used, insuring that the elected candidates have a majority of the votes cast. Actually at the last election the elected officers piled up substantial majorities.

2. Re Travelling Expenses of the Executive. During the past two years, well over half of the travelling expenses of Executive members has been incurred in dealing with salary

negotiations and disputes. Mr. Smith, being a city teacher, may not appreciate the value of this work. The writer is of the opinion that the efforts of the Executive in this field have meant hundreds of thousands of dollars to the teachers of the Province. Here are three resolutions passed by recent Annual General Meetings:

1941 Session: "Resolved that a regular annual visit be made to each Local by some member of the A.T.A. Executive, in order that the affairs of the Local may be weighed and a course of action planned.

1942 Session: Be it resolved that in the event of a negotiating committee failing to reach the \$1000 basic before September 15, 1942, the negotiations be immediately turned over to the Central Executive, and that they work through The Industrial Conciliation and Arbitration Act to obtain the desired basic, and if such fails, the nature of further action be left to the judgment of the Provincial Executive.

1942 Session: Resolved that a hearty vote of thanks and appreciation be given to our Executive for their loyal and unstinted efforts in improving the economic status of the members of our profession and for the notable improvements actually made therein."

3. Re Magazine Policy. Mr. Smith charges that *The A.T.A. Magazine* "frowns upon the expression of free opinion". Everyone knows, presumably, that the Editor must accept responsibility for the articles he publishes. Therefore he is given authority to edit submitted material and to delete passages which in his opinion are unnecessary or which might prove

offensive to a section of the membership. If Mr. Larue Smith knows of any article that "had one whole paragraph deleted" he may rest assured that the Editor (and no one else as is implied) rejected that paragraph for good and sufficient cause. Executive policy governing the Magazine has not changed. At present there is no editorial board. The Executive does not review submitted material.

4. Re the Edmonton High School Sub-Local. (Quoting) "Very bitter feeling was aroused this spring when a High School Sub-local of over ninety members desired to nominate a candidate for President of the A.T.A. The group failed because it could not get the support of a sufficient number of the other 400 members." One marvels at the inconsistency! First of all Mr. Smith wants "democratic" and "majority rule". Then he complains because a group of 90 out of 440 teachers were not permitted to nominate the candidate who would be represented as being the choice of the whole body. I have too much confidence in Edmonton High School teachers to believe that they would allow such an incident to produce "very bitter feelings".

5. Re Rift with the Government. The writer wishes to assure the membership that relations with the Pro-

vincial Government are most cordial. The Executive, certainly during the last number of years, has not called a protest meeting or in any way suggested a general strike. It is difficult to see what good Mr. Smith hopes will come to the Association through false statements of this sort. Surely Mr. Smith should have the courtesy to either substantiate his charges or withdraw them!

Apparently Mr. Larue Smith has the interests of the Association at heart, and it is only to be regretted that he did not take the trouble to check his information thoroughly. From my association with the Executive I am convinced that that body is always ready and anxious to increase its services and to perfect its organization, and as a result criticism is welcomed. However, such criticism to be of value must be founded on fact.

We must establish the fact that teaching is patriotic as well as financially sound, if we are to combat the glamor of the wrench and the high wages of war industries.—Kathryn G. Heath, executive secretary of the U.S. National Association of Deans of Women.

World Affairs 1942-3

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Obituary

We announce with regret the recent death of **LIONEL SHURLEY CRAWFORD DINEEN**, veteran teacher in this Province and British Columbia. At the time of his death Mr. Dineen was engaged in the Lambert Point School District at Fort Vermilion.

We regret also to note the sudden passing in September, in Eastern Canada, of Miss **LEILA HUESTON**, member of the Edmonton Public School staff during the past few years, who will be greatly missed by her associates both in and out of the teaching profession.

Dear Teacher:

THIS letter is addressed particularly to those who are entering the teaching profession this year. By the time you read this you will have endured for better or for worse a week or more in a classroom of your own. You are beginning to sense the difficulties and perhaps some of the triumphs of the occupation you have chosen. If you are of the "tough-minded" type the tall, awkward lad in the fourth grade who is old enough to shave, the giggling girls, or the imp who throws chalk present no insurmountable problems, and your sleep remains unimpaired. More than likely, though, you belong to the "tender-minded" group and have already shed a tear or two. Many long evenings you have slaved on seat-work projects only to find that what took you two hours to prepare takes the pupils slightly less than five minutes to do. That seemingly incorrigible brat you placed nearest your desk disarms you completely with his infectious freckled grin. You can't decide whether to strap him or hug him. Never mind—your problems are the problems of us all.

You of the "tender-minded" might take comfort from Luther who wrote: "Count it one of the highest virtues upon earth to educate faithfully the children of others." Or better still, here is Thompson on teaching: "Delightful task! to rear the tender thought, to teach the young idea how to shoot, to pour the fresh instruction over the mind, to breathe the enlivening spirit and to fix the generous purposes in the glowing breast." Before you dash for a large sheet of paper upon which to copy the above quotation and so have it to pin on the wall near the mirror above the washstand, there is more you might like to know



about the profession you have entered.

First of all, we in Alberta are legally a profession, established by The Teaching Profession Act of 1935 and the amendments thereto. This fact has a very profound significance for you and for every Alberta teacher. The Act gives our professional association, to which every teacher belongs as a condition of his or her employment, the authority to deal with any matter concerning the teaching profession in the Province of Alberta. Only Saskatchewan, Manitoba and New Brunswick among the other Provinces of Canada have achieved professional status.

One of the questions most of us asked when we entered the profession and undoubtedly one which you too will ask is: "How do I benefit as a result of my membership in the Alberta Teachers' Association?"

Perhaps the most important benefit arises from the very fact of "belonging". Without doubt you will find in the teaching body many individuals who, having the same bents and interests as yourself, are pleasant and worthwhile people for you to know. If our Association did nothing more than provide opportunities for teachers to meet together with one another it would serve a vital purpose.

The Association has pressed for and obtained legislation which provides for a continuous contract and salary schedules. If, prior to June 20th in any year, you are dismissed unfairly, the Association may appeal on your behalf to a Board of Reference which

has power to reinstate you. Thus you gain security.

The Association is recognized now by law as a bargaining body in the carrying on of negotiations for salary schedules. As a result of its efforts salaries in Alberta are beginning to approach a reasonable level consistent with a fair standard of living. This could not have been brought about if our membership did not include every teacher. Thus you gain in a material way.

Your Association has at your disposal an excellent professional library. Write to the office of the Association in Edmonton to learn more concerning how you may make use of it. Alberta teachers have a pension plan, and study is being devoted to teacher hospitalization and insurance schemes. The Association pro-

vides speakers for institutes and conventions sponsored by Locals.

The above answers only in part the question asked. There are many other tangible and intangible benefits of membership accruing to the teacher, which only experience will make manifest. Another question equally as vital which every teacher should consider is, "What are my responsibilities as a member of the Alberta Teachers' Association?" The answer will be dealt with in a subsequent letter.

Dick.



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Interim Report of Provincial Salaries Committee

By T. D. Baker, Chairman

"Be It Resolved: That This Annual General Meeting of the Association adopt a minimum salary of \$1000."

By almost unanimous resolution of the Annual General Meeting of the Association in April, 1942, the recommendation of the A.G.M. committee on salaries was raised from \$900 to \$1000. At that time President Smith stated to the delegates: "The Executive will get the \$1000 or as close to \$1000 as we can."

We have not secured a \$1000 basic salary for Divisions, but our drive has resulted in:

1. \$1000 basic minimum in many of the graded schools.
2. Increased salaries throughout the Province and arbitration awards as given below of more than \$900.
3. An increasing awareness on the part of the general public of the situation regarding teachers' salaries in this Province.

Credit for much of the work must go to Raymond Shaul, Past President of the Association. We wish to thank Ray at this time for his untiring efforts on behalf of the teachers. He has been on call at all times for the work, and in July, when the Executive felt that one member should give his whole time to the compilation of statistical and other data for use in salary disputes, Ray was chosen for the job. The quality of his work and his success may be judged by the present salary picture. He represented the teachers as a member of the three Arbitration Boards which were called in August.

By the end of June it was apparent that a special meeting of the Executive must be called. A state of deadlock had been reached in many parts of the Province and negotiations had been turned over to the Executive; the Alberta School Trustees' Association had decided that no salary schedule would provide for more than \$840 basic minimum and rather than pay more they were prepared to see the schools remain closed in September; application for Arbitration Boards had to be made because of failure to reach agreement before Conciliation Commissioners; Association policy had to be clarified and possibly altered in view of the situation caused by the trustees' stand, teacher shortage, etc.

The Executive met on July 5th and gave consideration to the possibilities of zoning the Province according to ability to pay, using as a basis the arbitration awards in the three cases which were then proceeding—Foothills, Vegreville and Edson Divisions. The following proposal was made by representatives of the Executive at a joint meeting of the A.T.A. and the A.S.T.A. but was rejected by the trustees:

"To date the only measure of the ability of Divisions to pay is the assessment per room. Foothills is the wealthiest Division in the Province, Vegreville a Division of average wealth, and Edson one of the poorest. Divide the Province into three, perhaps four zones, not according to geographic location but according to ability to pay so that each zone will

consist of comparable Divisions—wealthy, average, fair to average, and poor. Take as a basis for each zone the various awards of the Arbitration Boards meeting shortly to decide what should be paid to Foothills, Vegreville and Edson, and use these awards in drafting salary schedules. This would result in a long-range policy aiming finally at provincial schedules fair to all parties concerned.” (It was also stated that the A.T.A. was prepared to abide by the findings of these Boards whether or not they met our desires.)

The Executive feels that so long as the burden of taxation for school purposes continues to be placed on real property alone then zoning is the next step towards making the salary situation more permanent and satisfactory; otherwise we must continue the never-ending process of annual negotiation (or bickering) over salaries for teachers. The Trustees refused to agree to the proposal. The arbitration awards have now been made. The Executive must decide what our next move shall be. In the meantime, recommendations are made at the end of this report for those Divisions which have not yet completed negotiations for the coming year.

The following schedules of salaries have been negotiated by the Provincial Executive:

SETTLED BY NEGOTIATION ONLY

1. Carseland Consolidated S. D.

Minimum salary: Elem., \$1000; Inter., \$1100; H.S., \$1300. Annual Increment: 1st year \$30; 2nd year \$40; 3rd year \$50. Experience: 10 years at \$10 per year. Principal: \$50 per room other than his own. University Degree: \$100.

2. Taber Town S.D.

Minimum Salary: Elem., \$1000; Inter., \$1100; H. S., \$1300. Annual Increment: \$50. Maximum Salary: Elem., \$1250; Inter., \$1350; H. S., \$1600; Home Economics and Shop, \$1450. Principal: \$600 for supervision. University Degree: \$100. Special allowances for certificates in Music, H. Ec. and Shop.

CONCILIATION AWARDS

1. Drumbheller City S. D.

Minimum Salary: Elem. \$1000; Inter. \$1100; H. S. \$1300. Annual Increment: \$30. General Shop and Home Economics: \$1600. Maximum salary: Elem. \$1250; Inter. \$1350; H. S. \$1600.

2. Grimshaw Village S. D.

Minimum Salary: Elem. \$900; Inter. \$1000; H. S. \$1200. Increment: \$25. Experience: 5 years at \$10. Maximum: Elem. \$1150; Inter. \$1250; H. S. \$1550.

ARBITRATION AWARDS

1. Mundare Town:

Minimum Salary: Elem., \$950; Inter., \$1050; H. S., \$1250. Experience: 5 years at \$10 per year. Annual Increment: \$30. Maximum Salary: Elem. \$1250; Inter. \$1350; H. S. \$1600.

2. Foothills Division:

The following is the unanimous report of the Arbitration Board:

Calgary, Alberta,
August 13, 1942.

Hon. Ernest C. Manning,
Minister of Trade and Industry,
Administration Building,
Edmonton, Alberta.

Honorable and Dear Sir:

As Chairman of the Arbitration Board consisting of Messrs. Calhoun, Ottewell and Shaul appointed, by Executive Order-in-Council 1122 of date August 6th, 1942, under the terms of The Industrial Conciliation and Arbitration Act of the Province, to arbitrate the salary dispute between

the Board of Trustees of the Foothills Division No. 38 and its teacher employees, I beg to present the following report.

The Board of Arbitration met on Thursday, August 6th, at 10 a.m. in the Board Room of the Calgary office of the Department of Trade and Industry, Provincial Building, Calgary. Morning, afternoon and evening sessions were held, the Board adjourning its hearings at 9:50 p.m.

All three arbitrators were present at all three sessions, viz. Alexander Calhoun, Chairman, A. E. Ottewell and Raymond E. Shaul.

The Foothills Board of Trustees was represented by Trustees E. Randle and H. D. Johnson, and by S. Bruce Smith, Counsel.

The teacher employees were represented by James Smith, President of the Alberta Teachers' Association, L. A. Daniels, Executive member of the Alberta Teachers' Association and C. W. Clement, Counsel.

J. W. Donald, Secretary-Treasurer of the Foothills Board and Superintendent Good were also present to supply information.

The members of the Board of Arbitration were duly sworn by Mr. Clement and all witnesses called by respective counsel were duly sworn by the Chairman.

Miss Esveld, a member of the Trade and Industry office staff acted as Secretary and took a verbatim copy of the proceedings, which accompanies this report.

On Friday, August 7th, the Board of Arbitrators sat in camera in morning and afternoon sessions, and reached the unanimous decision which is set forth in the attached salary schedule at the end of this report.

The representatives of the Foothills Board made available all information requested and submitted their minute book. Both parties while seeking to present a strong case showed a desire to be fair and reasonable, and an inclination to reach a harmonious settlement.

Mr. S. Bruce Smith, Counsel for the Foothills Board lodged a number of objections which are recorded in the minutes. He especially objected because his clients had not been given more time to prepare their case. This objection was well taken but the Board of Arbitration was compelled to set an early date owing to the anticipated absence from the Province of Mr. Shaul. There was no evidence, however, that Mr. Smith's case suffered from lack of time for adequate preparation. The arbitrators were satisfied that the hearings, on the whole, presented an adequate picture of the facts of the case.

The arbitrators wish, nonetheless, to place on record their agreement that there is some confusion in the evidence as to how this dispute came to be referred first to a Conciliation Commissioner and secondly to this Arbitration Board. The arbitrators also regret that representatives of the teacher employees were not present at the hearings, to be questioned and to give evidence. We are strongly of the opinion that in all such proceedings the officials of the Alberta Teachers' Association who are conducting the case for teacher organizations should call as witnesses members of the teacher group which is a party to the hearing.

History of the Dispute

However the main facts and sequence of events are not in dispute. It is evident from the minutes of the Board of Trustees, which are full, clear and well recorded that the Foothills Board and its teachers have been negotiating in regard to salaries for a considerable time, without reaching any accord. The salary schedule in force during the 1941-42 school year became operative on September 20th, 1941, having been previously submitted by the Board to the Teachers' Salary Committee on June 14th, 1941. It was again discussed by the two parties on November 22nd, 1941, and on March 28th and 30th, 1942 without concurrence on the part of the teachers.

At the Board's meeting on May 22nd, 1942, officials of the Alberta Teachers' Association met the Board for the first time to plead the cause of the teachers. Again no agreement was reached.

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Shortly afterwards a request was made to the Minister for the appointment of a Conciliation Commissioner under The Industrial Conciliation and Arbitration Act.

The request was acceded to. Mr. R. J. Gaunt was appointed Conciliation Commissioner and met the two parties at the Board's meeting on June 27th. Apparently these negotiations were inconclusive and Mr. Gaunt reported accordingly to the Minister, who thereafter referred the dispute to the Board of Arbitration presently acting.

The arbitrators are of the opinion that a dispute of this duration is harmful to all parties concerned, and prejudicial to good educational results. Teachers are not merely employees of the Board. They are in truth co-partners with the Board in a great educational enterprise. Good educational results cannot be achieved unless the teachers are happy in their work and their relations with their Board harmonious.

The Economic Factor

A great deal of evidence and argument was submitted by both sides regarding the ability of the Board to pay higher salaries. Representatives of the Board agreed that agricultural prices had improved somewhat, and that while conditions in some districts of the Division were poor, economic conditions as a whole were better. No one disputed that the cost of living had advanced considerably in the past three years of war, and that real wages were declining accordingly.

It is also clear that teachers are being attracted to other callings by higher financial rewards, while enlistment makes a steady and continuous drain upon the profession. The teacher representatives stressed the menace of such a condition to the future of education in the Province. They pointed out the growing shortage of teachers and the deterioration in their quality.

Your Board of Arbitrators would be reluctant to add unduly to the tax burdens of this Division at the present time. The Division's 1942 estimates provide the sum of \$47,200.00 for teachers' salaries. These estimates would appear to provide for some salary increases, presumably for the schedule which the Board offered at its meeting on May 22nd. The additional amount required to provide for our recommendations is difficult to compute accurately with the data available, but it is not a very considerable sum.

The Award

Certain features of the recommended schedule call for comment.

Your arbitrators felt that in view of the basic minimum for teachers of rural one room schools being raised from \$840.00 to \$940.00, it was reasonable that Normal graduates without experience should receive no increment in their second year, when they are still teaching on interim certificates.

In setting a maximum of \$1200.00, reached by yearly increments of \$45.00 for Section 1 Rural, your arbitrators adopted with slight modification the offer Trustees Randle and Johnson were authorized to make by the Board, at its meeting of July 25th, and which was read by its Counsel at the hearing, viz. "Messrs. Randle and Johnson as the Board's representatives were instructed that, if necessary, they were authorized to increase maximum offered to teachers of one-roomed schools from \$1040.00 as at present to \$1200.00, this figure to be reached in eight years, yearly increments of \$45.00 being paid".

It will be observed that in the case of Grade XII teachers the basic minimum has been placed at \$1300.00, while the amount for administrative duties has been set at \$50.00 per classroom, in place of the former \$25.00 per classroom.

In recommending that the new schedule take effect September 1st, 1942, the Arbitrators had regard for the fact that the Davison had paid the teachers in June a cost of living bonus of 5% of their yearly salaries.

The Board of Arbitrators are not unmindful of the fact that there are local problems and special contingencies known only to the Board

and to the teachers, and that our recommendations do not preclude the Board of Trustees and the teachers meeting together to iron out any such points not completely covered in our recommendations.

A Last Word

The Arbitrators earnestly hope that both parties will accept our recommendations as a fair compromise. In a dispute of this nature and with two of the Arbitrators definitely chosen to represent the two parties, neither party should expect to realize one hundred per cent of its wishes or hopes. It was not a simple matter for the Arbitrators to reach a unanimous finding. There had of necessity to be a good deal of the spirit of give as well as of take, and, actually, there was also a conscientious striving to reach a just and fair decision.

We trust that both parties will approach this fresh attempt at agreement in the same spirit.

The recommended schedule does offer distinct encouragement to the teachers, and a reasonable portion of their demands. It does not lay a heavy burden on the Board of Trustees. This is the democratic process which all parties have followed.

If these proposals are accepted in this spirit, we trust that both parties will try to forget past differences and work together with good will for the greater good of all.

We have been very favorably impressed by what we have learned of the general administration of this Division. It needs only now that this question at issue be amicably settled, to pave the way for still finer achievements.

Attached are our findings in the form of a salary schedule, which is also signed by the three Arbitrators.

Enclosed is a copy of the minutes of the hearing and a signed copy of the declaration made by the Arbitrators.

I am holding the Exhibits. These will be available if required.

Yours faithfully,

ALEXANDER CALHOUN, Chairman
RAYMOND E. SHAUL
A. E. OTTEWELL.

FOOTHILLS SCHOOL DIVISION NO. 38 Salary Schedule Proposed By The Board of Arbitrators August 7, 1942

Section 1. Rural

1. Basic Minimum \$ 940.00
2. Annual Increment of \$45.00 per year for five years and \$35.00 for the sixth year to a maximum of \$1200.00 (in six years). Increment to commence the beginning of third year of employment with the Division of Normal graduates.
3. For experience previous to employment with the Division—\$15.00 per year to a maximum of \$60.00.

Section 2.

Two-Room Schools

1. Grades 1 - 6 Basic Minimum 940.00
2. Grades 7 - 11 Basic Minimum 1100.00

Three-Room Schools.

1. Grades 1 - 6 Basic Minimum 940.00
2. Intermediate Basic Minimum 1050.00
3. To Grade XI incl. Minimum 1150.00
4. To Grade XII incl. Minimum 1300.00

Four-Room Schools.

1. Grades 1 - 6 Basic Minimum 940.00
2. Grade 8 incl. Basic Minimum 1000.00
3. Grade IX incl. Basic Minimum 1050.00

4. Grade XI incl. Basic Minimum	1150.00
5. Grade XII incl. Basic Minimum	1300.00

Annual Increment \$45.00 per year for six years or until above stated maximum salary is reached in rural schools.

Administrative Duties—\$50.00 per room (other than the Principal's own room).

University—\$50.00 for undergraduates of two years' standing. Degree, \$100.00.

Previous Experience—As in Section 1, Part 3.

Special Certificates for Home Economics and Shop, where required for actual instruction, shall be \$50.00 per year.

A Grade Teacher—(That is: A teacher doing more than 50% of her work below Grade X) to be allowed \$15.00 per subject where instruction in a High School subject is given.

This schedule if mutually accepted by both parties shall take effect September 1st, 1942.

This schedule shall remain in force until December 31st, 1943.

ALEXANDER CALHOUN, Chairman
A. E. OTTEWELL.
RAYMOND E. SHAUL.

Quoting from the report of the arbitrators:

"The arbitrators wish to place on record that there is some confusion in the evidence as to how this dispute came to be referred first to a Conciliation Commissioner and secondly to this Arbitration Board."

This "confusion" arose from the fact that evidence placed before the Arbitration Board indicated that the secretary of the Local Association was of the opinion that deadlock had not been reached and that the Foothills teachers had asked for only \$840 minimum salary from the school board while the Association representatives were asking for \$1040. This evidence undoubtedly affected the award and probably accounts for the fact that the Vegreville award is more favorable.

Note that Normalites will remain at \$940 for two years. Teachers with two years' experience start at \$970, and with four years' experience at \$1000. Annual increments are \$45, only \$5 less than the increments provided in the Elementary section of the schedule of the Edmonton Public School Board.

3. Vegreville Division:

The Board was in unanimous agreement on all but the minimum salary. There is, therefore, a minority report with respect thereto, submitted

New and Useful Books for New Curricula

Grannan: Just Mary Stories	\$1.00
Warner: The Boxcar Children (complete story of middle-grade interest and third-grade reading level)	1.05
Hughes: Rhythmic Games and Dances (Grades 1-6)	1.65
Hanna: This Useful World (middle grades)	1.25
Hethershaw: Wonders to See (middle-grade science) ...	1.15

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by the representative of the school board. The following is the complete report.

Edmonton, Alberta,
August 10, 1942.

Hon. E. C. Manning,
Minister of Trade and Industry,
Edmonton, Alberta.
Honorable Sir:

**Re: Dispute between the Alberta Teachers' Association
and Vegreville School Division, No. 19.**

The Board of Arbitration appointed in accordance with the provisions of the statute governing disputes between teachers and their employers, held a session in Edmonton on August 8th and 9th, 1942. After a full hearing of the two parties concerned, namely the Vegreville School Division, No. 19, and the teachers of the said division as represented by the officers of their association, the Board of Arbitration agreed to make their recommendations in three sections. Section A will deal with the general situation, Section B with the Vegreville case in particular, and Section C with the basic minimum salary recommended by the majority report.

SECTION A

1. The Arbitration Board unanimously agreed that a higher basic salary for teachers is desirable in the interests of the future welfare of the people of this province.
2. The Arbitration Board is unanimously of the opinion that the principle of a basic minimum salary plus a cost of living bonus as determined by the cost of living index is an equitable basis for salary adjustments.
3. Having regard to the realities of the situation and the taxpayers' ability to pay, the Arbitration Board agrees that before equitable salaries can be paid the basis of taxation must be widened and it respectfully recommends that steps be taken by the Provincial Government to increase the grants to schools.
4. The Arbitration Board also agreed that every effort should be put forth by the Provincial Government, by the teachers' and trustees' associations in particular, and by such other organizations as may be interested, to impress upon the Federal Government the necessity of making some contributions to provincial educational revenues.
5. The foregoing are matters of public policy which this Arbitration Board urges as being of immediate and urgent importance to education as a whole in the province of Alberta.

SECTION B

1. After having given due consideration to the evidence submitted by the representatives of the teachers and of the School Division, and having regard to the realities of the situation with respect to the ability of the taxpayers of the Vegreville School Division to pay, this Arbitration Board would like to commend the Divisional Board for the steps they have taken within the last two years to improve the salaries of the teachers within their jurisdiction.

The Divisional Board has shown a sympathy with the teachers' problem to the extent of awarding salary increases in the years 1940-41 and 1941-42, the increase in the latter year being in the neighborhood of \$7,000.00

Commendable as this action on the part of the Divisional Board has been, the Arbitration Board still recognizes that, having regard to the increased cost of living on the one hand, and the enhanced return for farm products on the other, an increase in the basic salary is justified and necessary.

2. After due deliberation and having cognizance of the conditions which have obtained in the Vegreville School Division in the past few years as a result of low prices for farm products, hail losses, and drought conditions, the Board of Arbitration is of the opinion that the Vegreville School Division cannot meet the basic minimum salary of \$1,000 asked by the Teachers' Association.

3. The Board of Arbitration unanimously recommend the adoption of the following scale of increments, with the understanding that this schedule will be subject to such minor adjustments as may be agreed upon between the parties concerned.

Increments: 2nd year, nil; 3rd year, \$75; for the following five years \$40.00 per year, followed by two annual increments of \$50.00 each.

Experience: Previous experience within the Province of Alberta shall entitle teachers to the same increase on the basic salary as if continuously employed by the Board.

Special Allowances: (a) For supervision \$50.00 per room for each room other than the Principal's own room. (b) For a University Degree (when used for High School work) \$100.00. (c) For a Junior Certificate, \$25.00, and for a Senior Certificate a further \$25.00, both of these allowances being subject to the recommendation of the Superintendent and the subsequent approval of the Board.

Substitute Teachers, Temporary Teachers and Teachers Holding Lapsed Certificates: Such teachers shall be paid at the basic rate of the teacher substituted for.

This schedule shall become effective September 1st, 1942.

4. The Board of Arbitration was in unanimous agreement up to and including the foregoing statement.

SECTION C

1. After a very full examination of the factors concerned, the Board of Arbitration was unable to agree unanimously on the basic figure for minimum salary. The Chairman of the Board, in order to effect a compromise, recommended a basic figure of \$900.00 per annum. This figure was acceptable to the teachers' representative, subject to the condition that the recommendation of the Board of Arbitration would be unanimous.

This recommendation proving unacceptable to the representative of the School Division, the teachers' representative moved that the basic salary be \$950.00. In order to avoid a deadlock, the Chairman of the Board asked the teachers' representative to reduce this figure to \$925.00, in which case the Chairman would support the motion. The teachers' representative agreed to this compromise, with the result that the majority report of the Board is for a basic minimum of \$925.00 commencing on September 1st, 1942.

2. The decision of the majority of the Board of Arbitration is that the following basic salaries shall be applicable:
- (a) Grades I to IX—\$925.00.
 - (b) Intermediate plus High School—\$1,025.00.
 - (c) High School—\$1,300.00.

DONALD CAMERON, Chairman.
RAYMOND E. SHAUL,
Teachers' Representative.

Ranfurly, Alberta,
August 11, 1942.

Hon. E. C. Manning,
Minister of Trade and Industry,
Edmonton, Alberta.

Honorable Sir:

Re: Dispute between the Alberta Teachers' Association and the Vegreville School Division No. 19

As a member of the Board of Arbitration appointed in the above connection I wish to submit the following report.

Sections "A" and "B" of the Board of Arbitrations Report have been agreed with, but as stated in the report, Section "C" was objected to, and it on the following grounds:

1. It is submitted that the evidence presented to the Board of Arbitration showed that land is now bearing all the burden of taxation it can possibly endure, and that in addition to this, the Divisional Board had offered an increase in total salary of some \$7,000.00 which would have necessitated an increase in mill rate from 14 to 15 mills.

2. It is further submitted that the Arbitration award means a total salary increase to the teachers of the Division of some 29.3% in addition to a 2½% increase given in September 1941, being an increase of 31.8% in all, while the increase in the cost of living index since June 1939 has not been more than 17%, and that not only is this increase out of all proportion to the increase in cost of living, but in addition it is out of all proportion to the net increase of ratepayers' products.
3. In addition it is submitted that such a drastic increase is greater than can be maintained over any period of time and will only lead to regressive features hitherto avoided, and that in addition this drastic increase is not in keeping with the Dominion Government's policy of wage ceilings and price fixing designed to prevent inflation.
4. In conclusion, it is additionally submitted that since only a limited amount of money can be raised for the services of each teacher, extensive increases should not be made to the legal minimum, but should be used as a reward for successful service and given to those teachers who accept teaching as a permanent vocation.

I therefore disagree with my colleagues on the Board and hold that the following basic salaries should be applicable:

- (a) Grades I to IX—\$840.00.
- (b) Intermediate plus High School—\$950.00.
- (c) High School—\$1,200.00.

Respectfully submitted,

F. P. AUSTIN,
Representative of Vegreville
School Division No. 19.

Although complete agreement could not be reached on the minimum salary, the majority report must be regarded as the award. Again Normalites remain at the basic figure for two years. Teachers with two years' experience start at \$1,000 and those with three years' experience at \$1,040. Increments

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are again placed on a more satisfactory scale—one of \$75, five of \$40, and two of \$50.

4. Edson Division:

The following is the report:

IN THE MATTER OF THE INDUSTRIAL CONCILIATION AND ARBITRATION ACT, and

IN THE MATTER OF a dispute between the Board of Trustees of the Edson School Division No. 12 and the teacher employees of the Edson School Division No. 12.

REPORT OF THE BOARD OF ARBITRATION

I beg to report that in pursuance of my appointment as Chairman of the Board of Arbitration under the provisions of The Industrial Conciliation and Arbitration Act, Chapter 57, Statutes of Alberta, 1938 (as amended), a meeting of the members of the Board of Arbitration was held on Tuesday, the 27th day of August, 1942, at 2:30 p.m. in the office of the Alberta Teachers' Association. The meeting was held to consider the submissions of the representative of the teachers of the district and the Board of Trustees of the district with respect to a new schedule of teachers' salaries agreeable to the Board and the teachers alike.

The following members of the Board and representatives were present: R. J. Gaunt, chairman; C. M. Clark, member representing School Board; R. E. Shaul, member representing teachers; L. A. Daniels, representing teachers of Edson Division; T. D. Baker, Teachers' Executive; Miss A. M. Johnston, Regional representative.

Mr. Clark, member of the Board representing the Trustees, submitted a statement of School District revenues, Government grants, and the salary schedule up to the end of the June term as follows:

Total tax assessment	\$1,556,000.00
Mill rate: Municipalities	21 mills
Local Improvement Districts	20 mills

Board Requisition

1941	\$30,000 for Teacher's Salaries
1942	\$30,000 for Teachers' Salaries

Special Grants from Government

1941	\$ 7,500.00
1942	11,600.00

The present salary schedule establishes a basic salary for all; Teachers and Principals alike.

Salary Schedule for Teachers as revised at the Meeting of the Board of March 2, 1942.

1. Year	1	2	3	4	5	6	7	8
Basic Salary	840	870	900	930	960	990	1020	1050

This Schedule is subject to a 10% cut.

- One third of the yearly increment (\$10.00) shall be allowed for every year of teaching experience in Alberta and outside the Edson Division.
- For the Principal of a graded school, holding a University Degree, \$50.00 per year shall be paid in addition to the above salary rates.
- For the Principal of a graded school, \$100.00 per year shall be paid for the second room, and \$50.00 per year for each room thereafter in addition to the above schedule rates.
- For a teacher holding a Primary Special Diploma, or other diploma valuable in rural or graded school teaching, on the recommendation of the Superintendent, \$50.00 per year shall be paid in addition to the above schedule rates.

Mr. Clark, member of the Board of Arbitration appointed by the School Trustees, submitted a new salary schedule as follows:

Junior Teachers — One room schools —	\$ 840.00 Basic Salary
High School Rooms —	1200.00 Basic Salary

Increments.

Second year, \$25.00; Third year, \$35.00; For the following six years \$50.00 per year to a maximum of \$1200.00 for a one room school.

Experience.

Previous experience within the Province of Alberta shall entitle teachers to the same increments above the basic salary as if continuously employed by the board.

Special Allowances.

- (a) Supervision—\$50.00 per room for each room, including principal's.
- (b) University Degree—when held by the principal of a graded school an allowance of \$100.00 per year.
- (c) Primary Diploma or other Diploma valuable in rural and graded school—an allowance of \$50.00 per year shall be paid upon the recommendation of the Superintendent.

Mr. Clark pointed out that this new schedule of teachers' salaries would mean an increase of some 9 mills to the present mill rate which will mean a mill rate of approximately 29 mills. The School Board, however, felt that every effort should be made to keep their schools open in the interests of everyone in the Division, and were willing to make every effort possible to pay their teachers as much as the District could possibly raise.

Mr. Daniels, the representative of the teachers, submitted a brief setting out the viewpoint of the teachers. It was pointed out that while the teachers' executive strongly favored a minimum of \$1,000.00, their representatives were always willing to meet the School Board more than half way whenever it was shown that the Trustees could not meet the \$1,000.00 minimum but were willing to do the best they could. Mr. Daniels particularly stressed the advantage of having a higher basic salary than \$840.00. He submitted first of all that the work of a teacher was worth more than seventy dollars a month to the Division; that there was a very serious decrease in the number of Normal graduates for the teaching profession this year; that Normal graduates were being offered much better paying positions than they could possibly obtain in the teaching profession; that the young men ordinarily entering the teaching profession were joining up with the Armed Forces, causing a serious shortage of male teachers; and that a steady stream of Normal trained students was essential in the best interests of the whole Province. Mr. Daniels also submitted that the \$840.00 minimum tended to discourage the best material for the teaching profession with the result that in time we would be getting not the best students, but the poorest students, or in other words the student who was entering the profession not because he wanted to teach, but because he could not get anything better.

The various representatives present left the meeting about 6 p.m. whereupon members of the Board of Arbitration proceeded to consider the submissions made by the School Board and the teachers' representative.

The members of the Board appreciate the real effort that the Trustees had made to improve the financial position of their teachers. The new schedule of salaries submitted by the School Board is designed to improve the position of the teachers who have been with the Board a long time and who have given good service when the Division was financially unable to improve the teachers' schedule of salaries.

It was agreed by the members of the Arbitration Board that this emphasis on past services was entirely in the right direction.

The really contentious point was the question of the \$840.00 minimum. There is an acute shortage of teachers at the present time and School Boards are having difficulty in obtaining teachers who are capable of doing high school work. There is also great difficulty being experienced in obtaining qualified teachers for all grades.

Mr. Shaul was frankly of the opinion that the \$840.00 minimum should be increased, however little, for the following reasons:

1. The work was worth more than \$840.00 per annum.
2. Workers in all classifications were getting more than this amount.
3. Seventy dollars a month has a most discouraging effect on the supply of new teachers.

4. The low initial salary carried the implication that the young teacher must think that he or she was not worth more than that or else they would accept one of the many positions open which are paying a much better salary.

After a most careful and friendly discussion of the many problems presented, it was unanimously agreed that the schedule of salaries submitted by Mr. Clark representing the Board of Trustees, which schedule is hereinbefore set out, be adopted.

It is further recommended that the Department of Education give the most sympathetic consideration to an additional grant to the Edson School Division should they find it impossible to raise sufficient money on the new mill rate. It is further recommended that in considering special assistance to the Division, the Department of Education consider the possibility of defraying, by grant, a part of the expenses of the attendance at summer school of any of the teachers on the Edson staff who require to attend summer school in order to obtain their permanent certificates.

All of which is respectfully submitted,

R. J. GAUNT, Chairman.
C. M. CLARK, Member.
R. E. SHAUL, Member.

This schedule will mean an increased tax levy of from 7 to 10 mills. The present rates in this Division are 20 and 21 mills. Once more we find the Divisions which are already heavily assessing themselves for education prepared to make greater effort than other areas far more able to pay. The tax increase in Foothills Division will require less than one additional mill. Note that the Arbitration Board is asking that the government provide bonuses to those required to attend Summer School whose salaries are \$840. This actually means the Board is recommending that the teachers receive more than \$840.

RECOMMENDATIONS

To those Divisions which are still negotiating or which have turned their negotiations over to the Provincial Executive, it is recommended that they re-open negotiations with their Boards and use the above awards as a basis for further negotiating. We feel the Foothills award is low because of circumstances already mentioned. Divisions comparable to Foothills should keep this in mind, since \$1,000 might have been secured. We feel that the Vegreville award is satisfactory and should be used in areas of average wealth. Negotiating committee in Divisions below average wealth should note that the Edson award recognizes the need for a minimum salary higher than \$840, but feels that this Division can pay no more. They should also remember that Edson is one of the poorest Divisions in the Province, only Athabasca, Tilley East and E.I.D. having lower assessments per room in 1940. The last two mentioned receive special government grants because they are drought areas.

Summary Based on Latest Information:

1. Graded schools with \$1,000 elementary basic minimum salary:
Barnwell, Bellevue, Blairmore, Camrose, Canmore (\$1200), Carseland Cons., Carstairs, Dana (at Standard), Drumheller, Elk Point, Enchant Cons., Hanna, Jasper (\$1100), New Mannville, Olds, Parkland, Ryley, Strathmore, Taber, Turner Valley, Vilna, Waterways, Wetaskiwin.
2. Divisions with less than \$840 basic minimum salary:
Foremost, Taber, Sullivan Lake, Acadia, St. Mary's River, Peace River, Grande Prairie, Lac Ste. Anne, Rocky Mountain, Two Hills, Pincher Creek, Wainwright, Vermilion, Killam, Holden, St. Paul, Bonnyville.

For King and Country



During the summer months we have been notified of fifty-three further enlistments from the ranks of the teaching profession into His Majesty's Armed Forces and into National War Services. We publish herewith the ninth list of teacher names, bringing to 415 the total number of teachers absent from the profession to engage in the fight for Victory.

St. Mary's River School Division No. 2—Alexander Semaka.

Lethbridge School Division No. 7—E. Lester Inman.

Sullivan Lake School Division No. 9—Alden D. Mellom.

Clover Bar School Division No. 13—Lawrence A. Sagert.

Grande Prairie School Division No. 14—James F. Howlett.

Rocky Mountain School Division No. 15—Wallace L. Lindberg, Sten A. Gunderson, Evelyn Capsey, John Paetkau.

Holden School Division No. 17—Stanley Krezanoski.

Two Hills School Division No. 21—Charles Tymchuk.

Vermilion School Division No. 25—H. W. Webber.

Stettler School Division No. 26—James M. Roxborough.

Provost School Division No. 33—Samuel S. Gray.

Ponoka School Division No. 34—Shirley I. Dineen.

Pembina School Division No. 37—Gordon F. Davies.

Smoky Lake School Division No. 39—Peter P. Koziak.

Wheatland School Division No. 40—Weldon H. Harriman.

Calgary School Division No. 41—Harry P. Ross, Douglas J. Stirling, LeRoy E. McConkey.

Athabasca School Division No. 42—Zanie Dedeluk, Julius G. Thompson.

E. I. D. School Division No. 44—Raymond C. Carran.

St. Paul School Division No. 45—Cornelius Ott.

Strawberry School Division No. 49—Harold B. Smith.

* * *

Beaupre School District No. 850—John M. Dickson.

Bonnyville School District No. 2665—Joseph A. N. Marcotte.

Champion Cons. School District No. 40—Sidney A. Lindstedt.

Calgary School District No. 19—Charles R. Patterson.

Camrose School District No. 1315—Ivan B. Mallett, Margaret M. Kelterborn.

Canmore School District No. 168—James H. Stewart.

Edmonton School District No. 7—Helen A. Burns, Adele M. Irving, G. F. Botsford, C. Clement, M. Crockford, Emma Chestnut, A. F. Deverell, W. S. Duggan, Dorothy Elliott, Muriel Hillas.

Jasper School District No. 3063—Fred S. Brimacombe.

Lougheed School District No. 1792—George V. T. Clarke.

Medicine Hat School District No. 76—Robert E. Byron.

Millet School District No. 555—Charles R. Robertson.

Munson School District No. 2317—Roy V. Little.

Oyen School District No. 3058—John E. Taylor.

Ponoka School District No. 423—John B. Topper (June 1939)

Rosedale Village School District No. 3751—Kenneth I. McKenzie.

Vermilion School District No. 1446—James M. Killen, Leonard F. Harper.

Two Divisional Superintendents, Mr. I. Goresky of Neutral Hills School Division, and Mr. H. S. Baker of Foremost School Division have also left to become members of His Majesty's Armed Forces.

MARGINALIA

By DR. C. SANSOM

MENTAL HYGIENE

WHEN we read on good authority that there are more than 300,000 inmates of institutions for the insane in the United States, that mental ailments are the cause of more human misery than tuberculosis and cancer combined, that there are more hospital beds occupied by patients suffering from nervous diseases than from all other diseases put together, that at this moment there are more people under treatment for mental unbalance and delinquency than the total number entering college and university in any year, it is only necessary to admit that the experiences of childhood and adolescence have a bearing on the situation to realize that mental hygiene is a subject of the very greatest importance in the education of the young.

William S. Elsbree of Teachers College, New York, discusses this problem in the October, 1941, number of *Teachers College Record*. Mr. Elsbree's position is that the key to the problem is the satisfaction of the native urges of children. He thinks that school practices which are, as he puts it, "consistent with the universal drives and urges of mankind," are "conducive to personality development," and that those which "repress normal human cravings and thwart the individual in his search for happiness" are "likely to impair personality."

Hence the problem of mental hygiene for Mr. Elsbree is that of understanding and accepting the fundamental urges of mankind, and adopting a school regimen that will satisfy

these cravings progressively and automatically as they arise.

The drives and urges which the author lists as requiring satisfaction in this connection are as follows:

1. The urge for success, achievement, mastery; and, negatively, for the avoidance of failure, frustration, and disappointment.
2. The craving for recognition, approval, and admiration.
3. The craving for sympathy, affection, intimacy, and a deeper understanding of oneself.
4. The craving for security, freedom from physical want, a sense of "possession"; release from worry and anxiety.
5. The urge for adventure, new scenes and experiences, exhilarating activity; and for release from monotony, dullness, and routine.

(The author excludes the sex urge from the list, although just why he should do so is not clear, inasmuch as this is one of the strongest at the adolescent stage).

Mr. Elsbree then goes on to show in some detail that current school practices in regard to such matters as grading and promotion, examinations, school marks, and discipline are still very much out of line with this position, and must be radically changed if the schools are ever to provide adequately for the satisfaction of these primary drives and thus contribute as they should do to the growth of harmonious personality.

This is the well-known "naturalistic" view of life and education, also known, perhaps less ambiguously, as the "romantic" or "sentimental"

view. In modern times it stems from Rousseau, and just now finds its most consistent expression in education in the theories of the so-called "Progressive" school.

Now let me say at this point that if I see difficulties and inconsistencies in this position it is not because I am blind to what a happy and pleasant solution it would be to our ever-more-pressing mental and social ills; it is certainly not because I think our schools today are the best of all possible schools, and that no improvements can be made in them along these lines. It is rather because I believe that, as a fundamental approach to the problem of adjustment, the conception is basically unsound. The theory has vast social, moral, and religious ramifications, but on these I am unable to touch here at all. All I can do is to refer briefly to one or two implications for education.

Perhaps the most obvious objection to the theory is that if the problem of good mental adjustment has to be solved by creating an environment in which all the emerging drives, urges, desires, appetites, and cravings of the individual are to be satisfied as they arise, we are plunged at once into a position of complete pessimism and despair. For while in theory a teacher might provide such an environment in her school, if it could be called a school, the world in general in which

we live, in which I have lived anyway, and am living now, is just not that kind of place. The problem of adjustment for the individual is not one of swinging the entire social environment into line with his impulses, but rather one of adapting himself to a world which he is quite incapable of changing in any appreciable degree, to a world which nobody else seems to be especially interested in changing in his behalf, to a world which is not particularly concerned about his personal "success" or "failure," about whether he is "recognized" or not, how much "sympathy" he gets, or even if his life is filled chock-full of "adventure" and "exhilarating activity".

Hence in everyday practice the problem of education from the mental health point of view, one of the main problems anyway, is to give children the ability to make successful adjustments, not primarily to create an environment in which no problem of adjustment can arise. We can't wait to create a world to our liking before getting on with the work of education, even if we could agree on such a world, which is very doubtful. The teacher, to be sure, who has a case of maladjustment in her school, tries to change the child's environment, for the problem of adjustment must not be too difficult for the child. But she knows full well that this is only a means to an end, that she will not

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always be on hand to smooth the way, that somehow the child must be led to believe that he can stand up to things, to believe that there is a sense in which every human being, even a child at his own level, can be, as we say, master of his fate and captain of his soul.

It is a terrific problem, especially in these days of moral and spiritual disintegration and decline — perhaps partly because of this. I am pretty well convinced that the problem can hardly be solved short of providing some sort of **anchorage**, or, to use perhaps a better figure, something in the nature of **ballast** to steady the individual on such a stormy passage.

This is a fundamentally different approach to the problem from that of the sentimentalists, especially my reference to ballast or an anchorage, which is gall and wormwood to their romantic souls. It is a more rigorous and uncompromising approach, perhaps, but more realistic; for Mr. Elsbree's solution is just too easy to be true. "It seems logical," he writes, "to conclude that practices which are in harmony with the major drives of children, namely, the urge for success, for recognition, for sympathy, for security, and for adventure, make for better adjusted personalities than those which thwart these drives." But it is nonsense to talk just about "better adjusted personalities." Personalities are not adjusted in a vacuum. The real question is **better adjusted to what?** Better adjusted to an environment which has already been perfectly adjusted to the individual? Or better adjusted to an environment in which, from the standpoint of mental hygiene, to be well adjusted means at bottom little else but to **have the ability to adjust**, to be able to face up to the difficulties, failures, and responsibilities of life, rather than try to evade them by some method of escape.

September, 1942



3

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**"They Perished . . . Because They
Could Not Adjust Themselves
to Change".**

"Tyrannosaurus lived some scores of millions of years ago. The most terrible of the dinosaurs of the Mesozoic era, he was the scourge and dread of the other prehistoric monsters even much larger than he. But at the end of that era, Tyrannosaurus, and Brontosaurus, and Diplodocus all perished suddenly and completely as if erased from the earth. These monsters could not adjust themselves to life's always changing conditions.

"These creatures were not the only ones that perished because they could not adjust themselves to change. Individuals and nations and races have passed, because they had not learned life's eternal lesson. **Life is change,** and only as man meets it forewarned and forearmed can he survive."

—Eugene Dietzgen Co.,
*Industrial Arts and Vocational
Educational Magazine*, March,
1941.

DOWN through the ages man has learned his lessons of life, often barely in time to preserve his existence. Frequently certain men and nations have risen and dominated the scene, for varying intervals, for evil or for good, and we have called it progress. Today the struggle for supremacy by these opposing forces continues with increased ferocity, shaking our so-called civilization to its foundations. Change is an inevitable thing and those who cling to tradition and are not prepared to adjust themselves to it must inevitably perish. "Today, and in the years ahead, such men are needed as never before . . . men who can meet and master the shifting currents and forces of life".

Here is a challenge which must be met by teachers of progressive edu-

cation as much as by anyone else. Philosophies of general education must come and go if education as a process of continuous growth is to keep pace with the passing parade of life. No one can say that this or that is the philosophy, the guide for curriculum makers for years ahead. By the time a curriculum is ready for printing, it is ready for revision.

Twenty or twenty-five years ago Manual Training was carried on in a few schools in Alberta, as it was being taught at the same time in other parts of the world. It was a familiar picture for the most part. The shop was located in some remote basement room, well removed from the halls of "higher learning." Twenty expensive woodworking benches accommodated exactly twenty boys. Each bench held its set of simple wood tools. The students who managed to find their way into the place were informed on entering that certain assignments must be completed in their respective order. The group acted as a group, finishing each exercise on a certain predetermined date. The squaring of a piece of wood in the approved fashion was followed by a set of woodworking joints. Then came the breadboard, the tie rack, the book-rack, the birdhouse, until at the end

Philosophically Speaking:

"PLAN YOUR WORK; WORK YOUR PLAN". Your boys will spend approximately 100 hours in your shop this coming year. What have you planned for each of those hours? Does your plan book provide that each class will actually learn something new each time it visits your shop? Work your plan.

of the year the shop still contained the even rows of twenty benches, the twenty of each of the wood tools, plus twenty squared blocks of wood, twenty sets of joints, twenty unwieldy breadboards, twenty unpopular tie racks, twenty unstable book racks, twenty too beautiful birdhouses, and above all, twenty disillusioned boys who had passed through a routine, and not forgetting, a well-satisfied teacher who had successfully worn his rut a little deeper. Skills, exercises, **something made of wood.** But the men who held their heads above the crowd then as now added something to the wheels of progress.

Today more than two hundred progressive schools in Alberta are keeping abreast of the times, adjusting themselves to change, and providing their boys of grades seven to twelve with the opportunity to explore the broad fields of activity of the Industrial Arts. It has been found at the present time that the General Shop set-up lends itself best to the scheme of things. A course of studies, superlative in its flexibility, provides for the widest possible latitude in the choice of work, materials and methods. In the majority of cases, the instructors are young and energetic fellows who have caught some vision of the possibilities of Industrial Arts Education in Alberta and are digging in enthusiastically to discover just what can be done. Every effort is made to discover individual abilities and interests among the boys in order that the teacher may have some guide as to what he may reasonably expect from immature workers. And most important of all, the true Industrial Arts teacher is honestly attempting to place the emphasis where it rightfully belongs, not on making something of wood but on **making something of boys.**

And it cannot be said that this present-day organization is being attempt-

ed without well-defined aims and objectives. The General Shop course of studies has contained them for years, to be read and to be applied. And still more recently, this last summer a committee of Industrial Arts teachers, under the chairmanship of the director of the General Shop Seminar at the summer school, formulated for the first time the principles of the still broader field of Industrial Arts Education as applicable to the present shop system in Alberta. The committee went further than that. In its report it showed most convincingly how the principles of progressive general education can all be implemented by the skillful application of the principles set forth in its report.

Needless to say, the advocates of the old manual training system who still linger among us are already convinced that all this is mere passing fancy. Already they solemnly predict that in five years time manual training will again hold its undisputed sway. But let these good souls take heed; changes are coming about in all fields of life and education. Tyrannosaurus perished because he could not adjust himself to change. The wheels of progress have never turned backwards and most assuredly never will. "None is so deaf as he that will not hear."

Manual Training had its day. Today Industrial Arts Education is about to receive its fair trial. Tomorrow it may be the Laboratory of Industrial Arts, as some suggest. And the day after that, the Laboratory of Industries, as others predict. Regardless of the name, that which best fits into the changing pattern of life is the thing to cherish and that which has outgrown its usefulness is the thing to discard. The sum of the best in all theories, philosophies and methods must be carried forward as the nucleus around which educational sys-

tems of the future will be built. The shop teachers of Alberta are already in step with the passing parade and have no immediate intention of dropping to the rear in the march of progress of their chosen field of education.

Letter to the Editor

M68518—Bdr. L. Barson, R.C.A.,
A.P.O., 935, Seattle, Wash., U.S.

Dear Sir:

As one of the handful of teachers on active service I would like to take part in the discussion "to fight or not to fight" which occupies so much space in the current A.T.A.

I do not agree that teachers should go on with their work under the impression that this work is war essential. While not disputing the fact that our young minds must be trained to the ideals for which we went to war, I aver that this is no time to gaze into those after-war years. Nero once took music lessons for a debut on a stage which proved too badly charred for use.

Do you realize that this is Armageddon? Every man and woman who can possibly be spared should be in uniform.

We are losing this struggle. The enemy numbers his troops in hosts. Are we to encourage persons of high principle, fine temper and keen leadership value to hang back preparing for a storybook finish that may not materialize?

The job which teachers do will count for nothing if our children come under the ruthless feet of a dictator. I repeat that these summer months may see us go down if you folks back home don't drop everything except the idea of fighting. For we are engaged in a struggle for survival. Your pupils may know every fact necessary to make them good citizens of a democracy but will hardly be able to apply this knowledge from a grave or a prison camp.

In the circle of my teaching acquaintances young men and women have remarked that they would serve in the armed forces if a commission were given them. What selfish shilly shallying! Promotion will come to anyone who is willing to work.

Where visiting teachers DINE and meet
their friends.

The SHASTA

Completely Remodelled and Modernised

Your correspondent may have been right when he wrote that many educated men fail to find their right niche in our army, but he could always apply for a transfer or for a special course in a trade or task that appeals to him.

Most of Canada's volunteer soldiers are looking forward to demobilization. Army life is very cramping and restrictive. But they saw the world picture clearly while many of their colleagues in pre-war days do not.

My outfit is helping Uncle Sam man one of his outposts (verbum sap.). The rest of the news is in the censor's wastebasket.

Regards,
Bombardier L. Barson,
late Edmonton S. D. No. 7

TEACHERS!

THE A.T.A. LIBRARY
is at your service

A classified list of the books available (over 600 volumes) is obtainable upon application to the A.T.A., Edmonton.

How the Library operates:

1. The Association pays return postage on all books.
2. Period of loan is three weeks.
3. If the book you request is in circulation at the time, your name is placed on the reserve list and it is forwarded to you as soon afterwards as possible.
4. If you desire to read other educational books not on our shelves, the Library Committee will be pleased to review suggestions for further purchases. Simply give the title, author, and if possible the publisher in each case.

The MATH-SCI Corner

DR. A. J. COOK,
University of Alberta

STANLEY CLARKE, M.A.,
Carstairs

THE ROLE OF THE TEACHER

It is heartening to witness the increasing orderliness in the selection of man and woman power for National Service. It is being recognized at long last that the teacher, whatever he is teaching in the school, has a job of fundamental importance in the war effort. So much of modern war is schooling—training and re-training men and women for urgent tasks. But the training of children and young people is equally important.

The teacher of science and mathematics has an obvious duty. The need for young people with all degrees of science training is urgent; in the fighting forces, in industry, engineering, medicine and in research.

BOOK REVIEW

Enriched Teaching of Science in the High School

By Woodring, Oakes and Brown.
Bureau of Publications, Teachers College, Columbia University.

This book, which is available from the A.T.A. library, is a very comprehensive bibliography of science material of all kinds. The books, pamphlets and other teaching aids are adequately described and conveniently arranged under various topics. Most important of all, definite information is given as to the price and the source from which each item may be obtained. Although there are numbers of high priced standard reference books mentioned which are beyond the needs of most of our Alberta High Schools, there are also listed many items which may be obtained free or at a purely nominal cost. Of the numerous free items the following is a useful selection:

(N.B. The effect of the war upon the distribution of these free materials is not known.)

Temperature: Its Relation to Health and Comfort: Taylor Instrument Company, Rochester, New York.

The Invention of the Reaper: International Harvester Co., Harvester Bldg., Chicago.

Optics and Wheels.

When the Wheels Revolve.

Chemistry and Wheels.

Metallurgy and Wheels: (a history of the use of metals), General Motors Limited, Department of Public Relations, Detroit.

Pump Fundamentals: Gould Pumps Inc., Seneca, New York.

The Wonderland of Trinidad: The Barber Asphalt Co., 1600 Arch St., Philadelphia.

Carbon Dioxide Ice: The Carbon Dioxide Institute, 75 E. 45th St., New York City.

Industries Within An Industry: (by-products of the automobile industry), Ford Motor Company, Dearborn, Michigan.

Fact Is Sounder Than Fiction: (consumer science investigations), Electric Testing Laboratories, East End Ave., and 79th St., N. Y. C.

Starting and Maintaining Vivaria and Aquaria: General Biological and Supply House, 761 E. 69th Place, Chicago.

Storage Battery Wall Chart: The Electric Storage Battery Co., Alleghany Ave., Philadelphia.

The Miracle of Ice From Heat: Servel Inc., Electrolux Sales Division, 51 E. 42 St., New York City.

Steel and Its Uses: Bethlehem Steel Co., Bethlehem, Pennsylvania.
(Free to teachers only).

Copper: How It is Mined and Refined: Anaconda Copper Mining Co., 25 Broadway, N. Y. City. (Free to teachers only).

From the Far Corners of the Earth:
Western Electric Co., 195 Broadway, N. Y. City.

The Lung (and other folders on physiology): Ciba Pharmaceutical Products, Lafayette Park, Summit, N. J.

What You Should Know About Fire Extinguishers: Pyrene Manufacturing Co., 560 Belmont Ave., Newark, N.J.

—C. A. CROMIE, Carstairs.

AIR FORCE MATH

A Mathematical Refresher: by A. Hooper, M.A., S/L R.A.F., Clarke Irwin & Co., Toronto, \$1.60.

The text covers the mathematics necessary for passing the educational achievement test of the R.C.A.F., which is primarily concerned with indications of speed and accuracy in simple mathematical calculations.

The text is direct in approach, and is written chiefly for those whose mathematics is 'rusty' but who wish to enlist or re-muster as air crew.

—F/O T. C. SEGSWORTH, R.C.A.F.

Note: Since this review was written, we have had an opportunity to see the book. It is well worth perusal, for undoubtedly it reflects the views of an experienced Edinburgh teacher on the teaching of High School mathematics. He is all for the "integration" of mathematics and puts this hypothesis to test in the book under review, rather successfully, we think. (A.J.C.)

BEFORE PEARL HARBOR

Admiral Nimitz, C. in C. of the U. S. Pacific Fleet, remarking on the

educational bottleneck in the U. S. Navy training, states:

"A carefully prepared selective examination was given to 4200 entering freshmen at 27 of the leading universities and colleges of the United States. Sixty-eight per cent of the men taking this examination were unable to pass the arithmetical reasoning test. Sixty-two per cent failed the whole test, which included also arithmetical combinations, vocabulary, and spatial relations. The majority of failures were not merely borderline, but were far below passing grade . . . only 10 per cent had already taken elementary trigonometry in the high schools from which they had graduated. Only 23 per cent had taken more than one and a half years of mathematics in high school."

What, of the Navy projects who were not college entrants? Admiral Nimitz states: "in order to enroll the necessary number of men in the training schools it was found necessary at one of the training stations to lower the standards in 50 per cent of the admissions. This necessity is attributed to a deficiency in the early education of the men involved. The requirements had to be lowered in the field of arithmetical attainment. Relative to the results obtained in the General Classification Test, the lowest category of achievement was in arithmetic."

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CATALOGUE ON REQUEST

HOME ECONOMICS

Edited by ADA A. LENT, B.Sc., H.Ec., A.M.

WHAT'S NEW ON THE HOME CANNING FRONT

THE nation is not stronger than its people. Upon homemakers must be placed, therefore, the responsibility for the morale and health of the home front. Canning this year will provide ammunition for health continuation during the months when food production is not possible. Home canning is one of the civilian defense activities in which all families must participate.

The Canning Budget

As the best means of planning the canning budget, it is wise to make an estimate of the number of jars needed for the family food requirement for one year. This will be somewhat dependent on the amount of canned food usually purchased. Of necessity this amount will be less this year than last. This amount is subtracted from the total amount of canned food required.

The requirements for good nutrition of the foods which are commonly canned are: one cooked fruit, two cooked vegetables, one of which should be green, and at least one serving of meat, fish, or poultry daily.

For the average locality, figure a season of 8 months, which totals about 240 days. Let us consider the canning needs of a family of 5 adults.

1. The Fruit Budget.

Five times 240 equals 1,200 servings. Allowing 7 servings to the quart and 1 serving daily for each person, we divide 1200 by 7 and find we require approximately 170 quarts of all kinds of fruit.

2. The Vegetable Budget.

Allowing 6 servings to the quart and 2 servings daily to each person, we

divide 2400 by 6 and find that we total 400 quarts of vegetables, 200 of which should be green vegetables and 200 of all other varieties with emphasis on tomatoes because of their Vitamin C content.

3. The Meat, Fish, Poultry Budget.

This is dependent on whether or not we can procure these foods at prices below cost of fresh meat in all seasons, and the availability of fresh meat. Plans should be made to provide the family with at least 1 serving per day either as fresh or canned product.

4. The Pickles, Jellies, Jam., etc.

Budget.

These are not necessities but add variety to our meals and so should be included in the canning budget in sufficient amounts for 1 year's supply only, as these foods deteriorate in time.

Saccharine for Canning? No.

Housewives often ask about using saccharine instead of sugar for canning and preserving. Saccharine is not a food but a coal-tar product with an extremely sweet flavor, often used in diabetic diets. You cannot use saccharine in canning because heating makes it bitter.

Cane or Beet Sugar

Cane and beet sugar are equally satisfactory for sweetening fruit for home canning. Brown sugar is not recommended for this purpose as it may contain spoilage bacteria.

Fruit in Syrup

If fruits are to be canned in syrup, allow up to $\frac{1}{2}$ cup of sugar to make syrup for a quart jar of fruit. Prepare syrup in advance to be ready when needed.

Sugar and water proportions: For thin syrup use 4 to 5 cups of sugar to

1 gallon (4 quarts) of water; for moderately thin syrup, 8 cups of sugar to 1 gallon of water.

To make syrup, boil sugar and water about 5 minutes. Remove any scum.

With honey: Sugar may be saved in canning by replacing up to half the sugar called for by an equal amount of honey. For thin syrup, use $2\frac{1}{2}$ cups of sugar and $2\frac{1}{2}$ cups of honey to 1 gallon of water.

With corn syrup: Corn syrup may replace up to $\frac{1}{2}$ of the sugar called for in the canning. For a thin syrup, use $3\frac{1}{2}$ cups of sugar and $1\frac{1}{2}$ cups of corn syrup.

Raw fruit may be packed into the jars and the hot syrup poured over it. Process as for cold pack. A better pack is obtained if the fruit is pre-cooked in the syrup, then packed into the jars and covered with the hot syrup. Process as for hot pack.

A.T.A. LIBRARY RESERVATIONS

A fairly large number of requests for certain books in The A. T. A. Library were not able to be filled during the past school year. These reservations are still on record. However in view of the fact that the addresses of so many teachers have been changed during midsummer and also the fact that in most cases the books may have been requested for particular purposes which now no longer apply, we would ask those teachers who still desire to receive books requested during the past teaching year and not as yet received from the Library to renew their requests for the particular volumes. Thank you.

See page 13 for all Convention time-table.

CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

DATE.....

HOME ADDRESS

ADDRESS during teaching year 1941-42.....

School DistrictNo.....

Are you resigning your present position in June 1942?.....

Do you intend to teach in 1942-43?.....

NEW ADDRESS (Teaching Year 1942-43).....

School DistrictNo.....

Salary.....Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

Methods for Alleviating Teacher Shortages

1. Increase salaries and improve working conditions in teaching.
2. Keep local selective service boards fully informed concerning the employment situation with respect to men teachers of critical trade and industrial occupations.
3. Canvas, register, and retain former teachers, and potential teachers not now in preparation.
4. Encourage more students to prepare for teaching.
5. Accelerate progress of prospective teachers through college.
6. Guide students in their choice of majors, minors, and courses from fields in which surpluses of teachers exist, to shortage fields.
7. Liberalize teacher certification requirements and practices.
8. Extend, improve, and co-ordinate the services of public teacher placement and registration offices.

Local News

BOW VALLEY

The monthly meeting of the Bow Valley Sub-local was held in Strathmore on June 10th. After the minutes of the previous meeting were read and adopted, we had a short report on salary negotiations by Mr. Crowther, in the absence of the chairman of the committee. A lively discussion of the report followed. The secretary of the Sub-local then gave a complete report on the results of the sports meet. Strathmore won the Junior and Intermediate shields, Carlsland the high school and Cairnhill the rural school trophy. Following the business meeting the gathering enjoyed an educational film on earthquakes. Several contests followed and the date of the first meeting next fall was decided.

BUSBY-PICARDVILLE

On September 10th the Busby-Picardville Sub-local held its reorganization meeting at which the following officers were elected: President, Mr. Corneliuson; Vice-president, Mrs. E. M. Hunter; Secretary-Treasurer, Miss Jean Hill; and Press correspondent, Miss Emma Horton. Either Mr. Corneliuson or Mrs. Hunter, whoever finds it more convenient, will be councillor at the Sturgeon local executive meetings. We made plans to carry on an I. Q. survey in our schools, and during the coming months we hope to follow a definite line of study which will prove helpful to us as teachers. Mrs. Hunter, at Busby, was our hostess. We will meet again on October 8th at the home of Mr. Corneliuson in Picardville. Miss Dorothy Watson is preparing a paper on the Activity Program for that meeting.

CHIEF MOUNTAIN

The first meeting of the Chief Mountain Sub-local A.T.A. was held on September 19th at the home of Mr. Leroy Rollins, Leavitt. The following officers were elected for the year: President, Mr. Leroy Rollins; Vice-president, Miss Hanna Christofferson; Secretary, Miss Laura Low; Salary Schedule Representative, Mr. Leroy Rollins. Mr. S. A. Earl of Cardston was guest speaker and covered the details of a new salary schedule,

noting that the teachers are asking for \$1000 basic minimum salary. Discussion followed. After the meeting a very delicious lunch was served by Mrs. Rollins.

COLLEGE OF EDUCATION

The thirty-three students attending the accelerated High School teacher training course at the College of Education, elected the following officers of their A.T.A. Sub-local executive: Hon. Pres., Dr. H. E. Smith, at present engaged in army intelligence service; Pres., Mrs. G. Govier; Vice-Pres., Mr. H. M. Kendrick; Sec.-Treas., Miss J. C. Hutton; Assistant Sec. and Press Reporter, Mr. J. C. Dubeta; Social Convenor, Mr. R. E. Doell. The student body desires to get thoroughly acquainted with the organizational and educational principles of its Association, and wishes to establish close relationships with the leading personnel of the Department of Education in order to become generally acquainted with the responsibilities of teachers in a democracy. A guest speaker was invited to address the members at their first regular meeting during the week following the students' return from two weeks of observation and practice teaching in rural High schools, commencing June 8. This meeting was a precursor of many interesting ones to follow.

DERWENT

The last meeting of the Derwent Sub-local was held on May 1st in the Stanley school. The meeting was opened by Mr. Sharek. A talk on Remedial Reading by Mr. Topalitsky followed. The speaker suggested various sound methods of dealing with poor readers. Mr. J. W. Melnyk gave a retailed report on the A.G.M. It was decided to hold the next meeting on June 13th, at Angle Lake school. At the conclusion of the meeting a delicious lunch was

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EDSON

At the first staff meeting of the teachers of the Edson school the Edson Local was re-organized with officers elected as follows: President, Mr. C. E. Sterling; Vice-president, Miss S. E. Selwood; Secretary, Miss I. Nash; Press correspondent, Miss F. Cicciarelli; Councillor, Miss M. McKinley; Salary Schedule committee, Mr. G. E. French, Mr. A. H. Dakin, Mrs. I. Oatway; Representative to School Board, Mr. C. E. Sterling; Representative to the Home and School, Miss A. L. Simonson; War Effort committee, Mr. P. Wells, Miss A. N. Barker, Miss C. Barker, Mrs. M. E. Nelson. Mr. French gave the teachers a preview of the Fall Convention program and urged them to especially attend the Local meetings during Convention.

FORTY MILE

A Sub-local meeting was held at Bow Island on the afternoon of Friday, May 1st. Miss Underdahl gave a talk on the subject "Is Teaching Worth While?" A discussion on the proposed minimum salary of \$1,000 was led by Mr. Hall. Sports Day was discussed, the date being set as Friday, May 29th. Mr. Pettam, Mrs. Corraini and Mr. Litt were chosen on the event committee, Mr. Thomas on the booth committee.

MORNINGSIDE

The last meeting of the Morningside Sub-local was held on Saturday, June 13th, in the Ponoka school. The projector was again discussed. The Morningside school has dropped out of the projector route owing to difficulties of transportation. The salary schedule was discussed and forms explaining duties of teachers in applying for and accepting positions were distributed. A hearty vote of thanks was extended to our secretary-treasurer, Mrs. Koleyak, who has so kindly and efficiently carried responsibilities and made the past year of our Sub-local a success. We wish also to express our thanks and appreciation to our other officers who so willingly co-operated and did their share.

OLDS

The executive of the Olds Sub-local met in Didbury on June 24th to finish up the business of the year. The salary committee reported that although negotiations for 1942-43 had been closed last February, the divisional board had recently offered an additional \$4,000. Upon advice from the Central Executive, this was accepted as a grant or bonus, without re-opening negotiations. It was reported that the reading tests had been distributed and given. The remedial work had not been distributed as planned, due to the late start made with the tests and the volume of work involved in preparing it. Teachers are requested to keep on file at their schools all records of tests given. Next year's executive is in-

structed to look after the follow-up work. This executive wishes to go on record as expressing its appreciation to Mr. Ford, who is leaving to assume new duties in Edmonton. He has served upon the executive of this Local, either as President or Secretary, ever since its inception fourteen years ago. His energy and initiative have been of great value to this Local.

SWALWELL

The last monthly meeting of the Swalwell Sub-local for the 1941-42 season was held in the Linden School on Thursday, June 18th, after being postponed on account of bad weather. The yearly report of the Secretary showed that for the past winter the attendance at meetings has averaged 81 per cent of the possible total. The report of our representative on the salary negotiating committee, Mr. W. R. Eyres, was discussed in some detail, after which the scores of the recent track meet were presented. Tentative plans for an organization meeting next September were made before the meeting adjourned.

TABER RURAL

The final meeting of the Taber Rural Sub-local was held on June 20th and took the form of a hike to the river, with walking and a Weiner roast enjoyed by all. This meeting was the culmination of a year of activities which included the management of a projection machine and the organization and completion of a successful track meet in which thirteen schools took part. Meetings have been regular, well-attended and of interest to all the members.

WESTLOCK-CLYDE

The Westlock-Clyde Sub-local held their last meeting for the term at Westlock on May 30th. Mr. Dean presided. Discussion took place on salary schedules. It was decided to hold our re-organization meeting at Westlock on the first Saturday in October.

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